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ABSTRACT

In November 1993, Hudson County Community College (HCCC) surveyed a sample of enrolled credit students to understand retention and attrition at the college. The survey asked students to list briefly things HCCC could change or improve to improve retention and to indicate why students they knew had left HCCC before finishing their program. In order to reach students with as wide experiences as possible, the survey was administered in 24 courses sections selected on the basis of academic and language preparation, location, and instructor characteristics. Survey findings, based on responses from 10% of the 3,445 credit students enrolled that term) included the following: (1) suggestions for change or improvement fell into the following categories: 33% - facilities, parking, and classroom equipment; 17% - curriculum and courses; 16% - college services; 14% - instruction; 13% - academic support; 7% - finances; (2) day students offered suggestions for improvement at a higher rate than evening students (96% versus 77%); and (3) of the 250 students who knew someone who left HCCC, 23% indicated that the reason for dropping out was related to curriculum and courses; 22% indicated that the reason related to finance and time; 16% reported an instruction-related reason; 12% reported a personal reason; and 9% each reported reasons related to academic placement/grades and college services. The study report includes sample questionnaires in three languages. (KP)

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ED 374 871

HUDSON COUNTY COMMUNITY COLLEGE

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RETENTION SURVEY OF STUDENTS: SUGGESTIONS FOR CHANGE AND IMPROVEMENT AND REASONS WHY STUDENTS LEAVE

Report of Retention Survey of the President's Task Force on Retention

Special Report 93.06
January 1994

Eleanor FUJITA

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JC 940 567

EXECUTIVE SUMMARY

In mid-November of 1993 the President's Task Force on Retention surveyed a sample of enrolled credit students as an exploratory measure for understanding retention and attrition at the college. The survey instrument asked students to respond to the two following items:

> *1. Please list briefly things HCCC could change or improve to make sure you remain at the college to complete your educational goals.*
>
> *2. If you know of any students who left the college before they finished their program, why did they leave?*

In order to reach students with as wide a variety of experiences as possible, the course sections where the survey was administered were selected on the basis of academic and language preparation (ESL, Basic Skills, English Composition, and Sophomore courses), time of day (day, evening, weekend), location (Journal Square, 299 Sip, North Hudson, Hudson Catholic, Memorial High School, Kearny, JCSC), and instructor characteristics (male/female, full-time/adjunct, minority/majority). In all, the questionnaire was administered to 24 courses with 338 students responding. (This represents approximately 10 percent of the 3445 credit students enrolled during the Fall 1993 term.) Thirty-eight students responded in Spanish and one each in Arabic, Gujurati, Chinese, and Japanese.

Highlights of an analysis of the responses include the following:

- Of the 338 students who completed the retention questionnaire, 88% (298) responded to Item #1. The day course respondents offered suggestions for change or improvement at a higher rate than the students in the evening courses (96% versus 77%). Students attending the ESL courses responded with suggestions for change or improvement at the lowest rate (73%), followed by students attending basic skills courses (87%), English composition courses (96%), and sophomore courses (100%). The suggestions made were categorized and tallied as follows:

  33% *facilities, parking, and classroom equipment*
  17% *curriculum and courses*
  16% college *services*
  14% *instruction*
  13% *academic support*
  7% *finances*

- 250 students responded to Item #2. 54 responded that they did not know anyone who had left the college before completing their program, but 196 (58% of the total 338 students) responded with reasons why someone they knew had left. The respondents from the ESL IV course (83%), *day* ESL courses (73%), sophomores (69%), and ESL I courses (67%) were those most likely to respond with reasons why a student with whom they were acquainted had dropped out of HCCC; this means that in each of these groups at least *two-thirds* of the respondents knew a student who had dropped out or knew someone planning to leave. The reasons for leaving were categorized as follows:

  23% *curriculum and courses*
  22% *finance and time*
  16% *instruction*
  12% *personal*
  9% *academic placement and grades*
  9% college *services*
  6% *facilities and parking*
  4% *academic support*

RETENTION SURVEY REPORT FEEDBACK FORM

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Many persons made this report possible. A sub-committee of the Task Force which included Ted Khapertian, Siroun Meguerditchian, Salvador Figueras, and Eleanor Fujita drew up the survey instrument and selected the course sections to be surveyed. Kathy Gazzillo had made the important suggestion that upper-level program courses be included. Salvador Figueras translated the questionnaire into Spanish, and Siroun Meguerditchian translated it into Arabic; each prepared the actual questionnaire in the respective language. The following committee members delivered the surveys to the instructors: Ted Khapertian, Lydia Ortiz, Siroun Meguerditchian, Dean Capozzi, and J.S. Duggal. The project was initiated, discussed, and supported by the entire Task Force.

Twenty-four instructors administered the questionnaire to their classes. The following persons translated the Spanish, Arabic, Chinese, Japanese, and Gujurati responses: Salvador Figueras, Siroun Meguerditchian, Betty Hwa, N. Fujita, and T. Shah. Salvador Figueras prepared an analysis of the responses which were in Spanish (see Attachment C). Dean Mark Oromaner served as consultant to the project. Emma Lopez continues to give administrative assistant support to the project. Finally, Sabrina Bullock had the arduous task of reading the handwriting and typing the 338 responses. We are grateful to each of these persons.

Eleanor Fujita
Institutional Research

RETENTION SURVEY OF STUDENTS: SUGGESTIONS FOR CHANGE AND IMPROVEMENT AND REASONS WHY STUDENTS LEAVE

INTRODUCTION

In mid-November of 1993 the President's Task Force on Retention carried out a survey of a sample of enrolled credit students to find (1) what changes or improvements the college could make to ensure that the students surveyed would complete their educational goals, and, (2) reasons why they believed students with whom they were acquainted had left HCCC before completing their program. This document reports the results of that survey.

In order to reach students with as wide a variety of experiences as possible, the course sections to be surveyed were selected on the basis of academic and language preparation (ESL, Basic Skills, English Composition, and Sophomore courses), time of day (day, evening, weekend), location (Journal Square, 299 Sip, North Hudson Center, Hudson Catholic, Memorial High School, Kearny, JCSC), and instructor characteristics (male/female, full-time/adjunct, minority/majority). English courses were selected in order to ensure that students would not be surveyed more than once. Courses required of students in the second year of their academic programs ("sophomore" courses) were chosen in order to reach our more seasoned students. For students in the first and second level of ESL, the questionnaire was administered in English, Spanish, and Arabic.

The survey instrument asked students to respond to the two following items:

1. Please list briefly things HCCC could change or improve to make sure you remain at the college to complete your educational goals.

2. If you know of any students who left the college before they finished their program, why did they leave?

In all, the questionnaire was distributed to instructors in 26 course sections with a total enrollment of 543 students. By early December questionnaires were returned from 24 courses (with enrollments of 496 students); 338 students responded to at least one of the two items. This represents approximately 10 percent of the credit enrollment during the Fall 1993 term (3445).

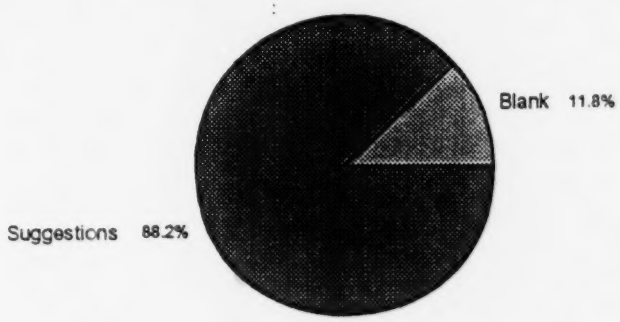
Thirty-eight students responded in Spanish and one each in Arabic, Gujurati, Chinese, and Japanese, and these responses were translated into English. These 42 responses in other languages represent 12 percent of the total responses.

Two hundred ninety-eight students (88%) responded to the first item on the questionnaire with 786 suggestions for changes or improvements which could be made by the college to ensure that they could or would complete their educational goals at HCCC. The respondents averaged 2.6 suggestions each.

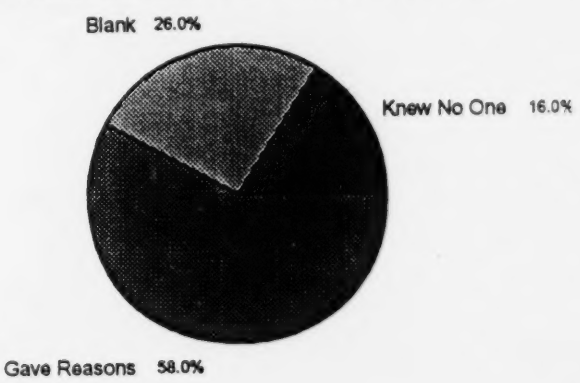
One hundred ninety-six students (58%) responded with reasons why a student with whom they were acquainted had left HCCC before completing their program; these students gave 338 reasons why they left. The respondents averaged 1.7 reasons each.

The results of the survey have been analyzed and are reported in detail in the next two sections. Each section reports how many students responded to the item according to the level and time of the course in which they were enrolled, gives an analysis of the responses, and presents the students responses as written. For readability, obvious errors have been corrected.

Responses to Item # 1: Suggestions for Change at HCCC



Responses to Item # 2: Why Someone Left



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SECTION I

SUGGESTIONS FOR CHANGE OR IMPROVEMENT

This section reports the responses to the first item on the questionnaire which read as follows (a copy of the complete questionnaire is included in Attachment A):

> *1. Please list briefly things HCCC could change or improve to make sure you remain at the college to complete your educational goals.*

In this section, we will first describe the rate of responses of students according to the courses they were registered in, present the results of an analysis of the responses, and finally present the suggestions for change and/or improvement in the words of the responding students.

Respondents for Item # 1

Of the 338 students who completed the retention survey, nearly nine of every ten (88%) responded to this question (See Table 1). The day course respondents offered suggestions for change or improvement at a higher rate than the students in the evening courses (96% versus 77%). The students attending the ESL courses which were surveyed responded with suggestions for change or improvement at the lowest rate (73%), followed by students attending basic skills courses (87%), English composition students (96%), and sophomore courses (100%).

The students in *evening ESL* courses which were surveyed were the *least* likely to offer suggestions (44%), and the students in day English composition and day or evening sophomore courses were *most* likely to offer suggestions (100%).

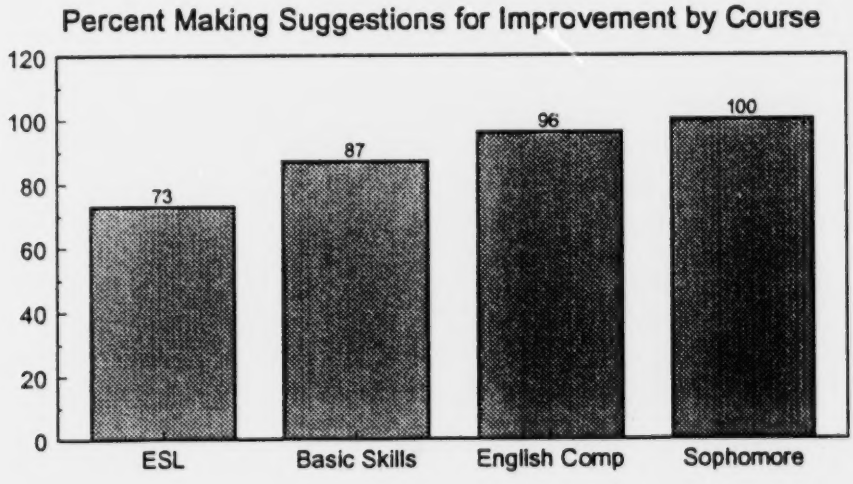

Table 1. Respondents for Item # 1 by Course Level or Time

(Please list briefly things HCCC could change or improve to make sure you remain at the college to complete your educational goals.)

Course and/or time of course of Respondent	Left Item Blank		Responded With Suggestions		Total	
	N	%	N	%	N	%
COURSE LEVEL: ESL I	10	33	20	67	30	100
ESL II	5	20	20	80	25	100
ESL III	5	17	24	83	29	100
ESL IV	8	44	10	56	18	100
Basic Skills I	3	20	12	80	15	100
Basic Skills II	3	11	25	89	28	100
Basic Skills III	3	11	24	89	27	100
English Comp I	3	6	44	94	47	100
English Comp II	0	0	22	100	22	100
Sophomore Course	0	0	97	100	97	100
COURSE/TIME: ESL Day	6	10	57	90	63	100
ESL Evening	22	56	17	44	39	100
Basic Skills Day	3	6	44	94	47	100
Basic Skills Eve	6	26	17	74	23	100
English Comp Day	0	0	30	100	30	100
English Comp Eve	3	8	36	92	39	100
Soph Course Day	0	0	65	100	65	100
Soph Course Eve	0	0	32	100	32	100
COURSE: ESL	28	27	74	73	102	100
Basic Skills	9	13	61	87	70	100
Engl Composition	3	4	66	96	69	100
Sophomore Course	0	0	97	100	97	100
TIME: Day	9	4	196	96	205	100
Evening	31	23	102	77	133	100
TOTAL	40	12	298	88	338	100

Results of Analysis of Responses to Item # 1

Two hundred ninety-eight students offered suggestions as to how the college could either change or improve in order that they remain and complete their educational goals here. These students listed 786 suggestions, averaging 2.6 suggestions per student. In order to understand whether some suggestions were more important to the students than others, their comments were reviewed until predominant categories could be identified. The suggestions for improvement and/or change could be grouped into six categories. Ordered first by the topic mentioned most often, the six categories were (1) *facilities, parking, and classroom equipment*, (2) *curriculum and courses*, (3) *services*, (4) *instruction*, (5) *academic support*, and (6) *finances*.

In Table 2 the suggestions have been tallied according to these six categories and presented by academic level and the time of day of the course of the respondent. From this table it can be seen that *facilities, parking, and equipment* was mentioned most often by students at every level and class time except among ESL respondents; for those in ESL the *curriculum and courses* was mentioned most often. *Finances* was mentioned least often by students in every category except among those taking the sophomore courses; these students mentioned reasons associated with *academic support* least.

Table 2. Item # 1: Suggestions for Change and Improvement of HCCC

Topic of Suggestons	Class of Respondent								Time of Class				Total	
	ESL		Basic Skills		English Comp		Soph Course		Day		Evening			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Facility, Pkg, Equip	28	13	71	43	63	43	96	37	165	29	93	41	258	33
Curriculum, Courses	64	30	15	9	18	12	33	13	98	17	32	14	130	17
Services	26	12	18	11	20	14	60	23	100	18	24	11	124	16
Instruction	49	23	23	14	19	13	22	9	77	14	36	16	113	14
Academic Support	32	15	28	17	24	16	19	7	72	13	31	14	103	13
Finances	17	8	10	6	3	2	28	11	49	9	9	4	58	7
Total Suggestions	216	101	165	100	147	100	258	100	561	100	225	100	786	100

Note: Percentages may not add up to 100% due to rounding errors.

The following five tables (Tables 3 - 7) differentiate between the suggestions of day and evening respondents at each level of course (ESL, Basic Skills, English Composition, Sophomore Course).

In each group there is a great deal of cohesion regardless of the time of day of the course the respondents were taking: both day and evening ESL students offered suggestions for improvements or changes in *curriculum* and *instruction* matters (see Table 4). And both day and evening Basic Skills, English Composition, and Sophomore Course students most frequently offered suggestions in the area of *facilities*; and both day and evening Sophomore Course students next mentioned *services* (see Tables 5, 6, 7).

However, day Basic Skills students and evening English Composition students mentioned *academic support* second; day English composition students mentioned *services* second; and evening Basic Skills Students mentioned *instruction* second most often (see Tables 5, 6, 7).

Table 3. Overall Student Responses Re Item #1: Suggestions for Change/Improvement of HCCC	Day		Evening		Total	
	N	%	N	%	N	%
All Students						
Facilities, parking, equipment	165	29	93	41	258	33
Curriculum, Courses	98	17	32	14	130	17
Services	100	18	24	11	124	16
Instruction	77	14	36	16	113	14
Academic Support	72	13	31	14	103	13
Finances	49	9	9	4	58	7
Total Student Suggestions	561	100	225	100	786	100

Table 4. ESL Student Responses Regarding Item # 1: Suggestions for Change/Improvement of HCCC	Day		Evening		Total	
	N	%	N	%	N	%
ESL Students						
Curriculum, Courses	52	29	12	32	64	30
Instruction	37	21	12	32	49	23
Academic Support	27	15	5	14	32	15
Facilities, parking, equipment	23	13	5	14	28	13
Services	24	13	2	5	26	12
Finances	16	9	1	3	17	8
Total ESL Student Suggestions	179	100	37	100	216	101

Table 5. Basic Skills Student Responses Re Item #1: Suggestions for Change/Improvement of HCCC	Day		Evening		Total	
	N	%	N	%	N	%
Basic Skills Students						
Facilities, parking, equipment	42	36	29	59	71	43
Academic Support	23	20	5	10	28	17
Instruction	16	14	7	14	23	14
Services	14	12	4	8	18	11
Curriculum, Courses	13	11	2	4	15	9
Finances	8	7	2	4	10	6
Total Basic Skills Student Suggestions	116	100	49	99	165	100

Table 6. Engl Comp Student Responses Re Item #1: Suggestions for Change/Improvement of HCCC	Day		Evening		Total	
	N	%	N	%	N	%
Composition Students						
Facilities, parking, equipment	46	56	17	26	63	43
Academic Support	9	11	15	23	24	16
Services	13	16	7	11	20	14
Instruction	6	7	13	20	19	13
Curriculum, Courses	6	7	12	18	18	12
Finances	2	2	1	2	3	2
Total Composition Student Suggestions	82	99	65	100	147	100

Table 7. Soph Course Student Responses Re Item #1: Suggestions for Change/Improvement of HCCC	Day		Evening		Total	
	N	%	N	%	N	%
Sophomore Students						
Facilities, parking, equipment	54	29	42	57	96	37
Services	49	27	11	15	60	23
Curriculum, Courses	27	15	6	8	33	13
Finances	23	13	5	7	28	11
Instruction	18	10	4	5	22	9
Academic Support	13	7	6	8	19	7
Total Sophomore Student Suggestions	184	101	74	100	258	100

The six tables which follow (Tables 8 - 13) give more detail as to what specific suggestions the students offered and a comparison of the responses of students in day and evening courses.

Facilities, Parking, Equipment

As shown in Table 8, more than half (55%) of the suggestions mentioned regarding *facilities, parking, and equipment* involved the need for adequate parking, the need for a consolidated campus, or the poor condition of the classrooms. Day students mentioned parking, a consolidated campus, and the need for a cafeteria most often, whereas evening students mentioned a consolidated campus, the condition of classrooms, parking, and the conditions of the laboratories most frequently.

Table 8. Facilities, Parking, Equipment

Suggestions for Change or Improvement	Day		Evening		Total	
	N	%	N	%	N	%
Need parking lot/parking and parking tickets expensive	43	26	15	16	58	22
Need campus/more facilities/more classrooms to eliminate complications	30	18	23	25	53	21
Bldgs old/in bad condition/fix windows at 2737/rooms noisy/clean classrooms/close S&T 002/pave pkg lot/better desks/make bldgs attractive	14	8	16	17	30	12
Need cafeteria or canteen	20	12	2	2	22	9
Bldgs far apart/consolidate	13	8	5	5	18	7
Need transport from bldg to bldg	12	7	2	2	14	5
Update labs/need better lab equipment/keep lab equipment in working order	2	1	11	12	13	5
Improve student lounges/student center/study area	10	6	2	2	12	5
Need more computers/improve computer labs/need newer computers/keep labs open longer	6	4	5	5	11	4
Need gym/pool/game rm/tennis fld	4	2	5	5	9	3
Clocks in classrooms/improve blackboards/paint blackboards/soft chairs/changing room in culinary arts/drinking fountain-WNY	4	2	3	3	7	3
Need better bathrooms/fix bathrooms/more bathrooms	4	2	1	1	5	2
Improve heating/ac at 299 Sip	0	0	3	3	3	1
Need lockers at JCSC/improve locker room at culinary	3	2	0	0	3	1
Total: Facilities/Pkg/Equipment	165	98	93	98	258	100

Note: Percentages may not add up to 100% due to rounding errors.

Curriculum and Courses

When the students mentioned *curriculum and courses*, as is shown in Table 9 they were generally speaking of the need for more courses, more options in terms of a schedule, more courses offerings at each college site, or more hours of ESL instruction. However, the responses from day and evening students differed: while day students suggested more courses, a broader time schedule, and more hours of ESL instruction most frequently, evening students mentioned the need for a wider variety of courses in the various college sites and the need for courses to be offered more often (i.e. every term).

Table 9. Curriculum, Courses, Locations, Schedule

Suggestions for Change or Improvement	Day		Evening		Total	
	N	%	N	%	N	%
Need more courses and career opt (like nursing)	26	27	4	13	30	23
Need classes at more variety of hours	17	17	4	13	21	16
Need complete prog in WNY, Kearny/more classes in different locations (ESL in Kearny, JSq/bilingual in Jersey City)	11	11	6	19	17	13
Offer more instructional hours/more lab hours/more intensive classes/let students borrow cassettes (all ESL)	15	15	1	3	16	12
Offer classes more often/classes often closed, too late to get into other classes, sometimes classes needed for graduation not offered	2	2	6	19	8	6
More ESL levels (to bypass basic skills)/more bilingual courses	7	7	0	0	7	5
Offer good courses, challenging curriculum, improve basic skills and ESL so repeats not necessary and so we don't fail Eng 101	5	5	1	3	6	5
Time: Give basic skills students time to study for test w/o homework/ need time between classes to eat, move cars, get to next class/long hours, externships, field trips in CAI demanding/no time to do homework	3	3	3	9	6	5
Offer more listening/ speaking/ grammar/ "English to get by on the street" (all ESL)	2	2	3	9	5	4
Offer certificates in bartending (for experience in table service), mixology, sanitation	5	5	0	0	5	4
Offer 4 year degrees so we do not have to transfer (mentioned for culinary and engineering)	2	2	2	6	4	3
Offer internships (generally)/ placements in higher quality restaurants	2	2	0	0	2	2
We shd only take courses related to major	0	0	2	6	2	2
Classes should be smaller	1	1	0	0	1	1
Total: Curriculum and Courses	98	99	32	100	130	101

Note: Percentages may not add up to 100% due to rounding errors.

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Services

As shown in Table 10, when the students offered suggestions regarding *services*, they wrote most often about the services of the bookstore, the lack of child care, the need for more activities, and the time spent in registration. The suggestions made by evening student respondents were much fewer than by day students, but they spoke of security rather than day care.

Table 10. Services

Suggestions for Change or Improvement	Day		Evening		Total	
	N	%	N	%	N	%
Bookstore:shd extend hrs/needs more space & materials/shd be better organized/bks very expensive/new & used bks cost same	30	30	6	25	36	29
Need day care/for children, siblings/waiting in long lines with children difficult/babysitters expensive	22	22	1	4	23	19
Need more extracurr, recreational and athletic activities	18	18	3	13	21	17
Registration: need more people working/lines long/process more efficient	13	13	8	33	21	17
Security: need safer buildings/ some rude	4	4	3	13	7	6
Change some personnel/attitudes not helpful/shd speak English	5	5	2	8	7	6
Admissions: shd be more helpful/ speak English	3	3	0	0	3	2
Provide admin services in WNY (books, etc.); provide eve services	2	2	1	4	3	2
Provide career counseling/recruiting seminars	2	2	0	0	2	2
Provide counseling/supports grps	1	1	0	0	1	1
Total: Services	100	100	24	100	124	101

Note: Percentages may not add up to 100% due to rounding errors.

Instruction

As shown in Table 11, when the students made suggestions regarding *instruction*, they were referring most often to the quality of instruction, the attitudes of the instructors, and the qualifications of the instructors. While the evening students also mentioned the quality of instruction most often, they then mentioned teaching methods and instructor preparation rather than the attitude or experience of the instructors.

Table 11. Instruction

Suggestions for Change or Improvement	Day		Evening		Total	
	N	%	N	%	N	%
Improve instruction/faculty shd be evaluated, supervised, selected carefully, some replaced	21	27	12	33	33	29
Professors shd respect students, be understanding, more patient	10	13	3	8	13	12
Need more prof/more experienced prof/stable teaching staff	9	12	3	8	12	11
Teaching methods should be improved/sp too fast (ESL)/teach step by step/motivate students/ instruction boring/discuss	8	10	4	11	12	11
Improve reputation/provide better acad exp/profs shd raise standards of conduct, attendance, demand more fr students/ disruptive students shd be dismissed	8	10	1	3	9	8
Profs do not stay with subject/should be better prepared	3	4	4	11	7	6
Profs and students should speak English in class	5	6	2	6	7	6
Profs shd place more emphasis on learning Eng/should go to labs with students (language and computer/more English exercises/have sessions to help students	6	8	1	3	7	6
Books: profs shd use books/ shd require one book/some books not helpful	3	4	3	8	6	5
Guest speakers for majors/use visual material/videos in CAI	3	4	0	0	3	3
Prof shd sponsor academic clubs/get involved/prof and deans get to know students out of class	1	1	1	3	2	2
Classes should start on time	0	0	2	6	2	2
Total: Instruction	77	99	36	100	113	101

Note: Percentages may not add up to 100% due to rounding errors.

Academic Support

When suggesting improvements or changes involving *academic support*, the student respondents (both day and evening) were referring to the need for more library resources, tutoring, and for more adequate advising (See Table 12).

Table 12. Academic Support: Advising, Support and Placement

Suggestions for Change or Improvement	Day		Evening		Total	
	N	%	N	%	N	%
Library: more resources/reference materials/larger library/more study desks/Sunday hours/need culinary lib/need library at WNY	26	36	5	16	31	30
Tutoring: more/more hours/offered at each level of ESL separately/more tutoring time	19	26	10	32	29	28
Advising: need more counselors/ need office hours/keep info in confidence/need foreign student advising/better advising	17	24	11	35	28	27
Placement exams: need better class placement/exams at each level of ESL/change dept proficiency test/basic skills test boring to read	5	7	2	6	7	7
Need better orientation/ information system/would create community feeling	3	4	2	6	5	5
Need computer assistance in labs Sat and Sun/need someone to fix computers	2	3	1	3	3	3
Total: Academic Support	72	100	31	98	103	100

Note: Percentages may not add up to 100% due to rounding errors.

Finances

When suggestions were made by respondents involving *finances*, they were most often referring to the need for more adequate financial aid information and service, more financial aid, and the desire for tuition to be kept low (See Table 13). Few evening respondents offered suggestions which could be categorized as financial, but when they did, they were referring to the need for more adequate financial aid information.

Table 13. Finances

Suggestions for Change or Improvement	Day		Evening		Total	
	N	%	N	%	N	%
Need more fin aid info/more accurate info/better staff/staff hard to understand	15	31	5	56	20	34
Need more fin aid/don't qual for aid/all shd have fin aid	12	24	1	11	13	22
Keep tuition low/tuition expensive esp for ESL	7	14	0	0	7	12
Bursar: offer installment plan, monthly payments/shd be more helpful/sp English	4	8	2	22	6	10
Need cooperation bet bookstore & fin aid/vouchers for students who previously qual for aid	3	6	1	11	4	7
Help students get part time jobs if don't qual for fin aid	2	4	0	0	2	3
Transportation too expensive/need discount bus cards	2	4	0	0	2	3
Food too expensive (JCSC)	1	2	0	0	1	2
Give more uniforms to culinary students	1	2	0	0	1	2
Need larger work study program	1	2	0	0	1	2
"Too many students w/ vouchers, let them pay like everyone else"	1	2	0	0	1	2
Total: Finances	49	99	9	100	58	99

Note: Percentages may not add up to 100% due to rounding errors.

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Actual Responses to Item # 1

The actual student responses to the following item on the survey instrument have been reproduced below according to the course of the student. The statements of the students have been edited when necessary for readability.

> *1. Please list briefly things HCCC could change or improve to make sure you remain at the college to complete your educational goals.*

Responses from Students in Surveyed ESL Courses

- The following responses were translated From Spanish:
  - Place greater emphasis on learning English. The methods currently used by the college are not giving the students what they expected. We need a daycare in West New York and more late classes.
  - There should be an exam at each level that can accurately place the students. Have instructors take us to language labs. Provide more English exercises and have early morning tutoring one hour before class.
  - The college should periodically evaluate and supervise its faculty in order to assure quality instruction. In so doing the objective (i.e., retention) would be attained, since a quality education is the greatest incentive.
  - The college should allow "professional" students (i.e., those who have a profession) to pay their tuition in quarters, over the four months each semester lasts.
  - Offer good classes with good instructors, instructors who explain the material well, truly teach. Provide instructors who know how to address students so that they understand them.
  - For the time being I have no complaints, nor reason to drop. At the beginning, we had problems with an instructor, but after we complained, you helped us and this instructor has now changed. I hope that everything continues to go this way (i.e., well) because I'm excited.
  - I've been absent three or four times because my mom works and I have a small brother whom I have to take care of. Why doesn't HCCC help by providing day care so that I could attend all my classes?
  - I'd like to know if there are ways in which I can continue studying and pay my tuition in installments. There are some who do not qualify for financial aid for the next cycle. I don't understand why people who earn $18,000 don't qualify if it really isn't enough because of the number of dependents they have.
  - For those who've done poorly on the first test, they can be helped as follows: after classes (from noon onwards) some rooms should be kept open the rest of the day with instructors in them so that they can help those students understand what they've done wrong and help them with their homework and with difficult topics.
  - In my opinion, there should be a tutor for each level [of ESL] because I don't think it's right that three levels be placed together in a tutoring session. I stopped attending because the advanced level students need more explained to them by the tutor, level one students are pushed aside. They should have one day a week for each level.
  - I am here because I want to learn more than the English language. My suggestion is that instructors who are not executing their job properly be stopped, so that we

don't waste our time. Another suggestion would be to have more hours of study so that we can learn more.

- We need more intensive classes and a day care.
- More intensive, more listening and speaking time, more grammar, and teach us how to get by in the street. Some instructors speak English too fast and they cannot be understood.
- HCCC should help us find part-time jobs because many of us don't get financial aid. HCCC should take into account what our parent's expenses are, not just their income; for example, my Dad makes good money, but he has many expenses. I would like to be able to continue, but I don't know if I can.
- Class schedules vary from 8 P.M. until 10:30 P.M.
- As long as students are STIMULATED we will all reach the end [of our studies].
- [The college] could offer other career choices.
- Give us audiovisual material. Allow us to photocopy material to study at home.
- There should be better placement of students in ESL classes, more classroom time (longer classes), a day care, and more courses offered at North Hudson so we can "finish up" there and not have to go to Jersey City.
- We need day care in morning and evening and parking.
- We need day care and a library with reference materials, more lab hours, more counselors, more professors, better classrooms, a cafeteria and better bathrooms.
- We need more resources in a library to help us with our homework and more subjects and subject classes available. Increase the hours a day of class schedules.
- HCCC should provide a better academic experience in the sense that the instructors should demand more from the students, and the students should not be taking the subject just because their grant requires it of them. Suggestion: the student should be the one who investigates and participates in the classes and the instructor should be a guide. Ideally, students should be required to speak English within the institution to increase practice and thereby attain a higher level of the language.
- We need more career options/offerings, extra-curricular activities. The counselors should truly counsel and keep in confidence what they're told. Financial aid.
- We need a library, day care, and more information. I've learned from my friends information that first-time students should have been told.
- We need day care so we can study.
- We need more counselors for better orientation about the career we want to pursue. We need another language lab to practice and listen because once a week is not enough. We need more computers.
- Open campuses in other locations, such as Kearny. I run into traffic jams every day on my way to HCCC. We need Spanish-English tutoring and more information on financial aid.
- We need bilingual day classes in Jersey City. We need more subjects and more information on financial aid.

- The following responses were translated From Chinese, Japanese, Gujurati, and Arabic:
  - I like my class. Students are also nice, but there are several students who speak Spanish which I do not like. Both of my teachers teach well, they give homework and explain it well. I have a little girl. Because of my daughter I am sometimes late for my class but the teachers do not mind me being late. Sometimes I have a problem

getting a ride, but I really like this college a lot. I really like the rules and regulations of this college.

- I feel that in HCCC there are too many people speaking Spanish, not only after class, even during class they speak Spanish. Therefore, how are they going to improve? In my feeling, the teachers in the school are very responsible. They give us all kinds of homework to do that can change our English ability. For the listening part of English, I don't know if we can borrow cassettes to listen at home? Also, in this school every credit is very expensive and every class is only three credits. But the time is not enough for three credits time. I think I can continue to stay, but I wonder if the tuition could be cheaper, especially for ESL I which is too easy.
- The college should have morning ESL classes in Journal Square as the building it is held in now is very far. Please take this matter into consideration. Thank you.
- In my other classes the explanations were done in Spanish; this was not helpful for those of us who do not use Spanish. In this class only English was used and this was good. It would be good if classes began at 10:00 A.M. There should be more conversation in class.

Responses in English:

- 1. The college should offer more subjects and majors such as: Nursing, Radiology, Allied Health, make more subjects and classes available in North Hudson after ESL, and provide a library here at North Hudson center, provide a parking lot, and better facilities such as: gym, cafeteria, better classrooms.
- The college should have a library here at the North Hudson Center. There needs to be more information available, e.g. subjects, careers and opportunities for foreign students to get visas. We need more listening labs and computers.
- 1. Make day care available. 2. Provide a library here at North Hudson Center. 3. Offer more subjects. 4. Provide a parking lot. 5. Increase classroom lab time availability. 6. Make more information available, e.g. financial aid.
- We need a parking lot. Increase classroom lab time availability. Provide a resource room - reference materials- and a library here at the North Hudson Center. Make day care available both day and night. Offer more subjects and majors such as Nursing, Radiology, Assistant. Provide more counselors, tutors. Increase the hours and days that classes are offered, e.g. Sunday afternoon.
- Provide more subject classes available in North Hudson - after ESL. We need a library here at the North Hudson Center. We need more majors such as: Nursing, Radiology, Dental Assistant, etc. Parking lots are needed. Increase hours and days of class schedules.
- Increase the hours in one day, e.g. five hours per day, because English language is very necessary for ESL students and I want to learn more English.
- We need a library here at North Hudson Center. Increase classroom lab time availability. We need a cafeteria. More information should be made available, e.g. financial aid. We need more counselors, psychology, parking lot etc.
- Teach each chapter step by step.
- This is my first semester. I don't have an opinion yet.
- I don't know.
- I don't know. I don't have opinions about this.
- You should change some programs so the students could be more interested in this college.

- I have no idea at this moment about what HCCC can do.
- I think the registration process is not very organized.
- I think or my opinion is that we have good teachers and sometimes the students don't have time for homework. But the teachers are good; in other words I will finish my college here. I like this college.
- I haven't thought about this point--but what came into my mind right now is maybe we could have dynamic classes because the time in class is long and that sometimes is boring. Another point could be to try to do more exercises in classes because it is the precious time to learn for people who work and don't have time to do assignments.
- For now everything is okay, I don't have any suggestions.
- To the people who have to pay for their own college, give them some financial help. The students need better information about the college.
- Perhaps you could do something more interesting like coffee breaks. This is a section or part of our education because this furthers more the knowledge of the English language and we can practice our speech.
- I think it is a good idea to have some time for coffee conversation. (We have it in the daytime but we need it in the evening, too.)
- The teachers have to explain the classes better, especially grammar.
- I feel the education at HCCC is very good, and I feel that it doesn't need a change.
- This is my first semester in this college and really until now everything is okay.
- I think that everything in the college is very good.
- Teach the same classes in different locations because so many times the class is taught too far from our home.
- The teachers don't teach all the chapters, and sometimes don't use the books. The book store should extend the hours so that it is open at the beginning of the semester.
- Most professors need to appreciate the students. The teachers aren't using the books. The college needs a day care center for students who are mothers. We need more time in language laboratory.
- Sometimes some professors don't use the books that the guys got, and they talk about other things that aren't for the student.
- We need more financial aid information. We need a cafeteria. The book store should extend the hours that it is open at the beginning of the semester. Also we need more people to work in registration.
- The college doesn't have all the programs complete. We need more time to learn. Some students are more advanced than others and some teachers don't give good classes.
- HCCC has to change the personnel in the office and some teachers. The people in the office didn't give enough information about the financial aid.
- We need teachers who can speak other languages besides Spanish. Workers in the office have to work better and not be lazy. We need day classes in Jersey City and we need teachers who have good ways to teach.
- 1. We need to have a cafeteria. 2. We need psychology classes in English. 3. The bookstore should be organized. 4. Some teachers don't explain very well or they are not patient.
- I think the principal problem for the students improvement is some teachers, because they don't explain well. Sometimes they don't stimulate the students.

- HCCC has to change the personnel in the office and some teachers. Tell the students the truth about financial aid, how many credits they need so they won't lose their grant.
- The college doesn't have all the programs complete. We need more hours to complete programs. The teachers don't give us the classes following the subject. We need more comprehension in some cases. Some students are more advanced than other students.
- I have to work very hard at my job to pay for my car, but working hard made my income tax increase and maybe this next semester I am not going to have financial aid. Then I have to leave the school because I don't have money to pay the school. What I think you have to do is to increase the limit of the income.
- They should select professors who have more patience. I think many professors don't teach very well because they don't explain very well. We need more levels of basic skills.
- 1. Professors need to improve how to teach the students. 2. Professors need organization. 3. We need a cafeteria. 4. We need transportation. 5. We need more levels of ESL so we can pass basic skills.
- 1. We need tutoring about our classes. 2. We need a cafeteria inside of the building. 3. The book store should extend the hours that it is open at the beginning of the semester.
- I think that the teachers should use the books more often. The bookstore could be more organized.
- For me, no problem.
- 1. The textbooks for ESL have to be changed frequently without reaching the goals. 2. Concentrate the class according to programs in only one place. 3. Information and communication; some teachers could not inform the students about topics concerning the college. 4. We need a library.
- 1. The book isn't good for this course. 2. Not enough information is given to the teacher. 3. There is a lack of organization. We don't have a good parking lot. 4. Security is not good; they are so rude. 5. There is not enough time for class, I mean only once a week is not enough.
- No problem, the teachers are good. But, I have been in the US for a short time (9 months), so my listening is bad.
- Working people like to attend college, but we need more information about study. We need library facilities on Sunday also. And we need computer assistance for Saturday and Sunday.
- HCCC has buildings that are too old and dilapidated. In the building you can't find water because they don't have water fountains. If you are thirsty, then you have to buy a soda. Also the classrooms are too small, chairs are uncomfortable, and blackboards are not efficient. Buildings are so far apart that you can't get to your class easily. If you forget your schedule or if you are a new student and you don't know where your class is then you have a big problem, because you have to walk for a half an hour to find your class or you may miss your class.

HCCC doesn't have enough teachers nor enough classes. Sometimes they may give you one class and if they can't find any teacher then after two or three weeks they cancel it, and they don't give you any other class instead. If you oppose them, then they may give it to you after a month. Then you can't pass that class with

a good grade. If you have financial aid that's O.K., but if you don't, then you are going to lose your money and time.

In this semester they gave me a psychology class. I went to the class and again the teacher wasn't there, so the following week I went again to the class and they said that the psychology class was canceled. I went to 168 Sip Ave., to the registration office to drop the psychology class and add some other class instead. They said that we can drop the class that was canceled but we can't add any other class, because it is too late to add any. I went to the advisor to ask about another class. She said that we did not cancel any class, so you have to go to psychology class on Friday. I went there again and asked for a computer class. She said, "I am going to give you a form to take to class on Friday and ask the teacher about it. If that class isn't full, and she signs it, then you can take that class." I took that form and did everything she told me. The computer class teacher signed it too, but the registration lady said that the class had begun one month ago, and "you can't take that class." She asked her boss if it is okay to take this class this late. Her boss said that it's O.K. if she has the authorization from the teacher. The computer teacher speaks (teaches) in Spanish more than English, so now I have another problem, understanding what she is saying.

I think first HCCC should have all buildings together just as Jersey City State College. Second, they should have facilities that students want and would like to use. Also if they are going to cancel the class they must give students another class as soon as possible.

- Students must have new books to read here in the college. Some students are surprised when they buy books and never use them at all.
- We should have more preparation to take the basic skills test. We need five or six months before taking the test because nobody passes the test. When am I going to finish my career? This a trap.
- HCCC has to have more preparation in basic skills for students in the last level or level four [of ESL].
- We need better prepared teachers, better tutors, and more intensive programs.
- I suggest to prepare the students at least six months before taking the basic skills test, because I know most students don't pass and it is a loss of time.
- Provide new and more classes, and provide many activities for students.
- Indeed it is my first semester here. I don't know much about the college. In my class the atmosphere is good. I don't know what is going on outside.
- We need a new program for bilingual students and more programs for the new students.

Responses from Students in Surveyed Basic Skills Courses

- I don't know. I'm new here and I like it so far.
- It would be nice if you had another free parking lot instead of the one down by Science and Technology center. I don't want to walk all the way down there to come to class at 25 Pathside.
- The college should have computer rooms for students to type their work.
- I would change the basic skills class. Many students get frustrated when they are in basic classes the second or third time. A student should begin [college] classes after a semester of basic if needed.

- We need a complete all-together campus. What is the purpose of taking basic skills classes if you fail English 101 and have to take the course again?
- Get a complete campus because it is difficult – one day here another day there, and we need a parking lot. Either we have to pay for parking or get a ticket.
- Let us choose our classes and provide more classes for the majors chosen. We need more teachers and better schedules.
- For the basic skills students or all students, allow them time out from homework to study for the tests that will be given.
- We need more teachers and better hours of tutoring. Try to help the students if they need help.
- Briefly, the things HCCC could improve to make sure I remain at the college to complete my educational goals are some more important courses like engineering courses and medicine courses.
- HCCC needs a campus.
- The college should have one school building so students don't have to be moving from one place to another. The library is too small. Some of the financial aid people are sometimes hard to understand when you need information.
- There are long lines to register. The book store service is not very good. Give twenty minute breaks to get to your next class – some people have to move cars or eat something before their next class.
- I think they should change their registration program, only because things get just a little too hectic. I also think they should have all the buildings on one campus. I think these two suggestions could help prevent confusion.
- This is my second semester but I do not have any complaints as of yet. I am satisfied with Hudson County Community College and I hope the people stay like that until I realize my dream.
- 1. Prepare for the old and new students to come in to an early enrollment. 2. Bring all the classes together in one huge campus, and not as they are right now, classes are located in separate buildings.
- This school needs a real campus to start. We need just one building, not different areas. We go crazy to know what building to attend. We also need a real cafeteria, a gym, a pool, and a tennis field.
- We need good math teachers (calculus, computer class, etc.)
- Hudson County Community College can improve in a lot of areas, such as the selection of teachers, better facilities or an entire campus just for HCCC students and faculty. They definitely need to rebuild their reputation. Going from the worst to the first.
- This is my 2nd semester and I have enjoyed my evening classes here with the three instructors that I have had. If I were to change anything, it would be the various locations HCCC is located at.
- HCCC has changed to a better position. Everything is getting better so please keep going, we need you!!!
- I think this college has to be careful with the teachers that teach here. Put HCCC in one building. The teachers have to understand the students more. Get good tutors.
- They should provide students parking lots. So this way we, the students, can park our cars and make it to class on time. This college needs a campus. If they get it, then a lot more students would come here.

- Our college does not have a campus. For my day classes we have to move from one place to another. The biggest problem is the parking problem. Our library, book store, and computer labs do not have enough materials to provide students.
- When students come here for the first time, it is very confusing. There are so many buildings that you need to go to. And the persons who give directions are not very clear.
- HCCC needs to be one large building with parking. We need more information about the courses the college offers. HCCC needs to be more organized during registration.
- We need parking for the students and one campus area for the students instead of being spread out like the way it is now.
- This is my first semester and to date, I have not found any areas with faults. I am very satisfied with the entire educational format, and I am sure that it will only get better.
- To make sure students remain at Hudson County Community College to complete their educational goals, they should add a well equipped library and a cafeteria, because most students need a good place to go to study during their classes.
- I believe HCCC needs a child care facility on campus. HCCC need a library or quiet study place. HCCC needs a cafeteria because it costs too much money to go to lunch everyday.
- I feel HCCC should have a library building for studying habits. Also we need more hours open for students to work in the computer room.
- HCCC needs a well equipped library. HCCC needs a fully equipped cafeteria. HCCC should have a child care facility. HCCC needs more patient professors.
- The campus should be together. We need more activities. We need child care for parents attending the college. We should have guest speakers for different majors. We need a cafeteria.
- The school needs to improve in many ways . We need better parking facilities, and the library needs improvement. The school also needs to be all one campus, because it is hard to get to classes with the different buildings so far apart.
- What HCCC could do is make the sites around the campus into one building, instead of having the buildings at different locations. Students could have a wide range of classes and majors.
- There should be more years of college offered, so students don't have to go to another college after two years. There should be a cafeteria.
- Parking facilities should be added. The tuition should be lower. The prices of books are too high. The library needs an improvement; it needs more books, more space, and more study desks.
- There are several things that HCCC needs to change. The college needs to have a cafeteria. It needs child care for mothers. There should be one whole campus so students don't have to walk a long way.
- I feel Hudson County Community College is a good school, but it needs some improvement. It needs things like a cafeteria, more programs after class, and all the classes closer to each other. We waste too much money in bus transportation.
- HCCC is a very good college because it is close home and it is not expensive. On the other hand we are lacking various things, such as parking, child care, not enough support from professionals, and no recreation.

- Nursing is a very important part of my long term goal. Here at HCCC, there aren't any classes in the nursing field. Since I have decided to become a nurse, I will have to transfer to another school that will allow me to gain the right knowledge in nursing and proper care of the patient.
- No ideas at the moment.
- Try fixing the windows at 2737. How about soft chairs to sit in for those long hours?
- Have a better staff for financial aid that will help us to have the government help to pay our tuition. Also have some sort of transportation system to get students to class. And improve some programs--for example, add better classes to make us more interested in staying in school.
- We need more computers. No long waiting hours for registration. More financial aid.
- I was recently informed that spring semester classes will be held for only 1 hour and 15 minutes. This will certainly create a hardship for evening students. Instead of attending classes for 3 hours once a week we will be forced to attend twice a week. And those who are taking more than one class will have to change classes every 1 hour and 15 minutes. If this happens I may be forced to transfer to another a college. I hope ;the President or his or her Task Force will review my comment and give it some consideration.
- Clean and fix the classrooms and improve the quality of instructors (at least require them to speak English fluently).
- Have the teachers more involved with the students. If the teacher seems to care for the student, that gives the student a push to stay in school. I know this is not an easy thing to do.
- Maybe you should have a more beneficial financial aid program.
- Class size should be smaller. Students who distract the classroom teaching should be dismissed. Provide better study and library areas and more tutors. Increase activities.
- We need more tutoring, considerate teachers - meaning faculty who care what their students learn, and a better campus.
- HCCC needs several changes for improvement to make me remain to complete my educational goals. Here is the list: more tutors, a big library, a campus, a big gymnasium and some excellent teachers.
- HCCC needs to improve the student lounge. With the money that each student pays to go to school, the lounge should be a better place for the students to relax. HCCC needs to get more EOF tutors. It is a shame that students have a limited amount of time to get tutored because there aren't enough tutors.
- The improvement HCCC needs is to have a parking lot for cars. The other improvement that is needed is to have one whole campus so that the students don't have to travel so far.
- 1. Provide tutoring sessions for an extended time. 2. Instructors should be able to teach the students what they must learn. 3. Build one big building so the students won't have to travel from one building to another.
- Change the state test so that people would be able to stay awake to finish it. The reading is so very boring and stupid that it puts me to sleep.
- Expand the college so it will be only one campus and not so many HCCC buildings in different areas. They should also get teachers with better backgrounds in their

profession. The education at HCCC is extremely poor. They should concentrate more on the teaching given to the students.

- We need more tutors to help students like me that need help in writing and reading, and in other courses too. Make better scheduled classes because many students have to wait at least two hours to start another class.
- HCCC needs more facilities, courses, tutors, activities, and a better campus.
- HCCC needs a better campus, one big building with all the classes, good teachers, and more activities.
- HCCC could improve by building a better campus with parking spaces for all the students.
- Change a couple of teachers who don't teach the class very well or don't speak English very well. I think HCCC also needs more campus for the students.
- I feel one problem is the lack of personal attention by the professors. Another is that the college is so small that you get to know everyone. We also need a better campus, more financial aid, more staff, more majors, and better facilities such as a weight room, gym and bigger library.
- We need a better campus, shorter distance to class, and bigger lounges with video games or pool tables to enjoy during long periods of break so we don't have to go home for two hours and then come back to go to class.
- We need shorter lines, a better campus, and an easier way to get financial aid.
- We need more tutoring, more financial aid and college work study programs, more counseling, transportation for students from one building to another, and discount bus cards for students.
- Have more visual material available; more participation in sports; a better student lounge.

Responses from Students in Surveyed College English Composition Courses

- Make eating facilities available to students and teachers for a modest charge. We need more bathrooms, parking facilities, and cleaner classrooms.
- The professors should explain the lessons of the day clearly. If they have an accent, speak slowly, speak loud enough for all the students to hear, and ask the students if they understand. They should not just recite the lesson and leave.
- I honestly feel it's time you invested in (1) a sizeable parking lot with no outrageous fees that are not two miles from the main buildings, and (2) someone in the bookstore who knows how to run a business. It is very overpriced. Barnes and Noble is cheaper. P.S. Academy Parking Lot is for sale.
- There should be a changing room in the culinary building. A recreation center would be nice to have for those long waits between some classes. Put clocks in the rooms.
- They should have one big campus instead of having little bits scattered here and there. It makes it very difficult if you have classes at different locations. Parking is a total fiasco. Why don't we have a parking lot like "real" schools have. Oh yeah, we do have a lot, but we have to walk five miles to get to our destination. These problems should definitely be resolved. There are just so many other problems to be mentioned. The library is terrible.
- HCCC should try to improve the campus. Having buildings all over Jersey City is an inconvenience for transportation. If the college could develop a bigger campus and

better student facilities, it would help students to be more interested in coming to the college. More athletics need to be offered.

- I feel that the students should have a parking lot closer to the school to make life easier on us. Also about the bookstore, it is a little overpriced. The classes are good and the teachers are fun.
- Add more after-school activities (football, baseball, bowling) and facilities such as a gym and a lounge.
- We need more tutors, facilities, activities, and courses.
- The lounges should be improved with more space and tables and chairs. The bookstore should be bigger because there's no room and then you have to stand outside for almost two hours for a book. When you finally get there they don't have that book.
- For one, place the facilities nearer to one another. Also, make the curriculum more challenging. Provide more work space at the college. Make books cheaper and more accessible to buy. Students need parking.
- The way the school is distributed is very uncomfortable for the students, especially for computer science students that have to walk up and down the hill to get to the technology building. The school doesn't provide the students a cafeteria for them to hang out or eat their meals. We need a bigger library.
- We need a bigger library with more reference materials, a computer lab that's open 24 hours, more bathrooms in the culinary building, and more financial aid and loans for students who truly need it.
- Offer a wider variety of courses to choose from such as English, Nutrition, Psychology, Sociology among others. Make the school look more inviting and encouraging to come to.
- 1. For culinary students make a separate room for changing. 2. Change the times for evening students who attend as a freshman in the culinary school. 3. Give more uniforms out to culinary students.
- I find there are other colleges available that offer a wider range of subjects. Because HCCC is only a two-year college, there are more courses which are required for my degree.
- HCCC needs a cafeteria where the students could get good meals instead of chips and soda. It would be very nice if the college could have its own parking so that we don't need to waste our time looking for the right parking space. The blackboards could be improved.
- Hire counselors who know their jobs. The ESL program was too long. After being in the ESL program from 1982 to 1984, I did not learn how to speak English. Why? I have no idea.
- I've only been in this college for two months, but so far it's doing great.
- As an evening student, any class I've ever registered for was canceled, - after wasting many hours in a few different days, I was never notified and the college has my home phone number. This is inconsiderate to someone who loses time and then money from their job, which is paying the tuition. I almost didn't register again because I was so frustrated that so many hours of my time was stolen in my attempt to receive an education.
- 1. Change some of the teachers who teach such courses such as "management electronic" and "cost accounting." Most of the students were complaining that they didn't learn anything from these courses. 2. We need parking spaces.

- The counselor or teacher should inform you when you register for your first classes which classes are necessary to complete your course.
- Improve the manner of teaching. Give more opportunities to take tests.
- Number one, the registration lines should be much much smaller. The study outline of each professor should be a lot more challenging. I want to learn much more than what the teachers offer to teach.
- We need transportation to campus building, improvements in the registration process, advisors who pick the RIGHT classes for you. Shorten the time of anything that has to be done (i.e. adding/dropping classes, withdrawals, etc.). I have no more room to say more.
- Provide more athletic programs because when you are part of a school team, you have more school spirit and enjoy the school environment more.
- HCCC should have more instructors. Shorten the registration lines. Make more of the same classes available on one day.
- They can do something about tutoring. To get a tutor at HCCC you have to go through too much trouble. There are certain subjects that you are required to take that have nothing to do with your major. I think you should only take subjects that are related to your MAJOR.
- The attitude and assistance from the people within the different offices, which is unprofessional should be improved. When you ask them questions it seems like they do not know the answers and that they do not want to be bothered. More availability of the computers and tutors is needed. Unrelated subjects pertaining to your major [is not necessary]. More updated information pertaining to the students and the courses and the school's schedules on dates, meetings, academic calendars, etc, should be provided ahead of time, so that there are no misunderstandings.
- 1. Consolidate buildings into a centralized campus. 2. Establish parking lots so going to class becomes easier. Too much time is wasted trying to find parking on JFK Blvd. and Sip Ave. 3. Don't waste class time with surveys; send them in the mail.
- HCCC could improve the college in selecting more helpful staff members (teachers). HCCC could change different teachers to teach different courses (especially in [names area of study]). HCCC has qualified professors [in that area] but they are not teaching certain courses because of a certain staff member from [that area].
- We need more information and communication. We need more counselors at different hours as at night, between 6:00 and 9:00 p.m. for example. The computer labs could be open earlier than 5:00 p.m. in the afternoon because many students need to use the labs and it is not possible because there are always classes in there.
- We need to have more access to computer laboratories. Some courses are given only once a year (in Spring or Fall). It forces too many students to lose one or more semesters (for example: secretarial communication).
- I believe most people, especially hispanics, need English tutoring and better teachers.
- We need professors which have more knowledge of the subjects. We need more tutoring because there are many Spanish people who need help. English language is hard to learn quickly, especially "How to Write."

- Change the Basic Skills test and the Departmental Proficiency test because it makes a lot of people nervous. Provide access to the computer laboratory before OST classes.
- Eliminate the Departmental Proficiency test and improve the information system.
- Perhaps HCCC could provide more computers and make the computers available for students to use at night for a longer period of time.
- We need more capable tutors with different hours. We need tutoring which is accessible to every student.
- Get right to the point with the subject or subjects we are studying.
- 1. Only one book, with all the information for the class. 2. Make sure that teachers explain the information made clearly. 3. All classes should start on time.
- At the present time HCCC, in my opinion, – the class that I have is fine as far as the teaching.
- HCCC could offer more or different courses at Kearny High. Possibly courses that everybody needs in order to attain an associate degree (for example: Speech, English 102, Western Civilization 101 and 102 etc...).
- There should be more variety of courses offered in KHS since it is far for people from Kearny to come to other sites.
- HCCC should offer a wider variety of courses at Kearny High School. This would make it possible for people to complete there education without having to travel into Jersey City.
- I do not want you to change anything. I want you to continue classes at Kearny High School. This solves my time and traveling problems. The time saved is used for studying and I think that's great.
- Academic advisors should be more readily available throughout the semester. Often you try to reach an advisor by phone and there is no answer. They should be assigned specific office hours, maybe three times a week, so that you know you can see them to discuss any problems or questions.
- Classes should be better situated in Jersey City. Parking is a real hard task in Jersey City.
- They could change the buildings and put them all into one. Provide a parking lot for students to park in.
- 1. We need parking, more shuttle buses, better education/more counseling, and, for Culinary, better class placement.
- I feel that the lounge area is always loud and crowded. It is so hard to do homework or even study, I feel more lounges should be installed.
- The very first and most important thing I would change is the price of books. I think the prices of the books are too expensive; they should be lowered. The next thing that should be changed is the teachers that cannot speak English very well; they should be removed from teaching.
- Possibly HCCC could accommodate the students with more parking spaces, upgrade the looks of the classrooms (paint, desks, and windows), and expand registration (more help, lines too long). One main campus might bring everyone closer and give more school spirit.
- Some employees that administer the records of the students of the college do not perform their job accurately, causing the students academic problems. We need better building facilities, better trained teachers at locations other than the college buildings at Jersey City.

- The textbooks are very expensive. We need new computers. We need new buildings.
- We need a better choice of courses, a more closely knit campus with closer buildings, and a bigger library.
- Improve the lounge. A cafeteria should be provided. The bathrooms need to be fixed – the doors do not close. Big problem.
- The cost of the books should be lowered; the manager should be [evaluated].
- I feel they should do something about parking. It is very difficult to find parking in this area and the only parking lot is 15 blocks away. Most of the time there isn't a space down there. They should get a new book store because it is very expensive and its difficult to get books because of the long line and unorganized staff.
- We need more parking and better teachers.
- The time hours of some classes are inconvenient for some students; for example, accounting class starts too early in the morning and many students miss the class. Parking is another problem.
- The school needs to provide parking for HCCC students. Some people cannot afford to pay for parking three days to come to school.
- We need more parking - there is a tremendous lack of parking for students. If the lots are full we must pay or park on the street and gamble whether or not we get a ticket. Get more parking - buy some lots!
- We need one building for all the classes with parking for students. Change or improve the library. At the inscription time, give the book voucher to the students (who qualified previously for financial aid). Then they don't have to make a big line. Over here for any simple thing, you have to make long waiting lines. Provide weekend activities and sports for evening students.
- I think that the HCCC bookstore should be open later than its regular hours because of the people who are full time workers and have evening classes. These students have to take off from their jobs so that they can get to the bookstore.
- I've been here for one year now. My G.P.A. is a 3.0. I'm interested in creative writing and journalism. You can start a writer's club and have teachers get involved with students outside class time. I don't know who the dean is.
- HCCC should definitely have some sort of facilities for students to practice different sports. If possible HCCC could integrate its departments and have a single building or campus for everyone.

Responses from Students in Surveyed Sophomore (Second Year Program) Courses

- There needs to be more classes during the day by hiring more teachers. We also need lower tuition.
- The bookstore needs to have a total change from the high cost they charge for used books. They buy used books at very low and unreasonable prices, and sell them at a very high price.
- When I first entered my program I was told that because I needed Basic Writing I couldn't take any courses in my major. I am now in my second semester (third if you count summer) and I've yet to enroll in A&P1 [Anatomy and Physiology I). It should be offered more often. I am a full-time student and have not yet had a complete schedule.

- We need to change the bookstore service, and some of the ladies at financial aid. Also someone should fix the computers when they break down before I commit suicide.
- I believe child care on the JCSC campus would be a tremendous help to the students in the Allied Health program.
- They should make sure that HCCC students can have lockers at JCSC while taking their classes there. We need lower book costs and more available classes. Also lower cafeteria prices. Food is too expensive.
- 1. The bookstore needs a lot of improving, from the long lines to the outrageous prices to the personnel themselves. I've seen them sell the used and new books for the same exact amount of money. [A college employee] is the rudest person in the entire college.
- The bookstore needs much improvement. The manager is often rude and obnoxious. The lines are too long because of little organization, books are expensive or else you pay the same amount for used and new books.
- Registration is very uncomfortable, with long lines for every single thing we have to do. I think we need a big change. Also, the bookstore's owner should do something about the long lines we have to wait in to get books.
- 1. I think that the financial aid office should change their method of dealing with students. They are nasty and very careless with information that is required in order to receive financial aid. 2. The school should send information out sooner to the students instead of one week or four days ahead of time.
- Many students are not prepared to complete an associates degree in two years. Provisions should be made for an increase allowable from two to five years. Courses should be offered in summer – possibly two summer sessions.
- We need better schedules for general courses, better cooperation from the financial aid office and the bookstore, and the proper amount of equipment for students. And keep the equipment in working order.
- We need better schedules for general study courses and better cooperation in the HCCC bookstore and financial aid office. More equipment is needed for the amount of students in class.
- Give all the students financial aid. Have a big bookstore. We need not to have to wait so long at the registration office.
- The bookstore never has the book you need, and you have to wait three to four weeks for the book. Meanwhile, you are behind in your work. Financial aid should be different, also. The lines are all around the place. Use classrooms for financial aid.
- The one major obstacle is course or class availability. As a student who must work full time, the lack of late day or evening classes has impeded my progress in attaining my medical record degree. However, because of my determination (and good fortune to have a supportive employer), I will graduate.
- We need transportation to and from the parking lot. Computers would be a plus for culinary programs. We need more videos on different fields in the culinary arts, and more placement in higher quality restaurants.
- We need parking and one campus. People that deal with students in the offices should be more pleasant.

- We need better parking lots and more transportation to and from the parking lot. Work should be done to all of the buildings to make them safer and cleaner. Condense the campus.
- Expand library facilities. Lower the book prices and improve congested traffic in the bookstore. Have a "real" student lounge. Condense the school - it's too spread out as it is.
- One thing the college should do is regulate the registration efficiently. Another thing the college should do is: when the computers break down, people or the staff members should look up the student's records in the files.
- The biggest complaint I have about this college is the parking problem. Something must be done. We also need a culinary library, and more computers and typewriters must become available.
- We need parking closer to the buildings. Make sure teachers want to be there.
- We need more safety for the schools, and the financial aid office should be nicer to people.
- We need lower tuition, and the financial aid office should be more organized.
- We need a parking lot or a shuttle from the parking lots and a bigger student center and library.
- Parking facilities and shuttle buses more often. New design for the culinary locker room. We need more money to better enhance the club. At the Bursar's Office, we need better people to handle all of the college's needs. The parking lot needs to be paved.
- 1. More parking facilities (or more shuttle buses). 2. One central campus (so you don't have to walk through a bad neighborhood to go to class, especially at night.) 3. People who work in the registrar's office cannot do work without a computer. (They are lazy and do not want to answer your questions).
- Parking should be available and the buildings should be together. If not, a van service should always be available to students, not just in the morning.
- We need a good program to ensure graduating students land good careers. We need recruiting seminars where companies would take resumes and hire students. I would like to earn a bartending certificate. School is great but all students share in needing guidance in finding good career opportunities, not just any job out there. We can find those ourselves.
- The school should try to acquire more convenient parking facilities and safer conditions at night. Bookstore prices are too high and book re-sales to the bookstore are too low.
- The bookstore could have a better format for issuing books to avoid hours of waiting on line. The registration process should be faster. We should receive a certificate for our mixology training in table service.
- Parking arrangements are not efficient. The culinary program should supply its students with a bartender's certificate. Table service class should be evaluated as a one credit course at least, if not two credits, as with other culinary classes.
- HCCC should improve on the amount of one-on-one student/professor work in the general education classes. For example, a computer professor should be able to help and explain the operations of a computer in the lab, or a math professor should be able to give more help to students who need it without having to go to the math lab. After all, who pays the professor's salary?

- We need better coordination of scheduling of electives for culinary students, because 12 hours a day is a bit much. Certain teachers in elective courses require weekend field trips, which is difficult for culinary students doing externships.
- Table service class should be more than 0.5 credit. We need new bookstore management. If they give out a certificate in sanitation class, then a bartending certificate should also be given in Table Service III or IV.
- People in the admission and registration offices are not willing to help students because of laziness and/or they cannot speak English. I found that even to get a chargeback it is nearly impossible, because no one wants to help you.
- Better parking facilities.
- We need an adequate parking area, a less spread out campus, a shuttle that runs between the different buildings and a better student lounge.
- 1. More student parking! Or a special rate for HCCC students! 2. More organization for registration. 3. More English speaking employees! 4. Include a bachelor's program for culinary arts. 5. Too many students with vouchers - let them pay for it like everyone else!
- My educational goals are to complete this college program with a culinary degree. There is nothing I see that needs improvement in the culinary area. Transportation and class location should be better.
- We need a student parking lot and bigger facilities.
- 1. New bookstore with lower prices. 2. More money for the culinary department. 3. We need a good parking lot. 4. More funds for poor people. 5. More help for studies.
- It would be great to have a parking lot for culinary students. It's very difficult for students to walk back and forth from parking. I feel in table service class we learn so much about bartending that we should be able to receive a bartending certificate. They should reevaluate the general education classes better because I feel that my general education instructors are not teaching me anything. It's a waste of time and money.
- At 168 Sip Avenue, the Admissions and Bursar personnel at this department should speak fluent English. Every time I go to the Bursar's office, no one speaks in English and I have to repeat myself several times. Or I have to show the person who is taking care of me a bill for my courses or any other financial document so they understand what I'm talking about.
- The speech class I took was not very educational. [Instructor's name] taught this class. We only had one exam and it was an open book exam! The admissions department gave me a hard time when I first applied, they did not have any of the information I asked for. I had to retake my nutrition class because [instructor's name] could not teach his class properly because the students ruled the class. I took a computer class over the summer and I could not understand him.
- I feel that the college most importantly needs to have one large campus so that it would make it easier to change classes. They could also have student parking by the culinary building for culinary students. One important factor is registration - they should make sure you get all the classes you registered for in pre-registration; I myself pre-registered for all of my classes but they forgot to put one of the classes on my schedule that I needed in order to graduate. This isn't fair because now I have to come again next year. We at the culinary school need better and bigger lockers. We should also have some type of entertainment such as a pool table.

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- Let's stop fooling around in class. The students should take each class a little more seriously. Students should work together more as a team. Students should have better and closer parking.
- Amend the contract with the bookstore so as to allow students to buy books directly from the publishers at a 45% discount. We need child care or a babysitting service.
- 1. Outrageous book prices. Amend contract with bookstore. 2. More fluent English-speaking staff in 168 Sip, i.e. financial aid office, bursar's office. 3. More days to register so lines may be shorter. 4. Evaluate teachers more because some aren't fit to be teaching. 5. More parking for students.
- Get student parking. Get some better professors.
- The students should get more attention from the college administrators. Some time ago, when I was trying to get a tutor, I called many times to the instructional department to speak to the person who was responsible for tutoring, and she was never available. I never got a tutor! Also, we should have a place to park our cars!
- Amend the contract with the bookstore so students could buy books directly from the publishers for a 45% discount.
- Amend contract with bookstore so that students can buy directly from publishers.
- Find a campus. We are tired of playing musical classrooms.
- I believe there should be a more efficient tutoring service for evening students.
- The student affairs offices, e.g. financial aid office, bursar's office, should be more polite when dealing with anyone. Evening hours should be part of their schedules to accommodate evening students.
- We need steady teachers to teach students a specific subject without complication. We need more communication with counselors concerning certain subjects like psychology, arts, etc... Teachers need to be stricter with students in a reasonable way.
- 1. I feel that everyone should have financial aid because the courses cost too much to pay in dollars. 2. There should be a day care in the college so mothers could bring their children because some mothers don't have the money to pay for a babysitter.
- It's too late to make sure I will remain. I have to leave this school and this city. Right now I'm doing alright with my grades, but I could do better. HCCC needs to get a new campus where everything is easy to get to, and it needs more activities for the students. Finally, they should just start over.
- I feel that HCCC college could offer better facilities in terms of a lounge and study areas. I feel that there needs to be more of a community feeling within the school in terms of students meeting and getting to know one another, which better lounge facilities may help to bring about.
- They should enlist more majors that students are interested in. Student activities are an important factor, and HCCC doesn't have a full program. The bookstore is too small, and there is no recreation center whatsoever.
- HCCC should change the blackboards or paint them. They should add more programs like a nursing program.
- We need more tutoring programs and more counselors. The lines at registration and at the bookstore are too long. More help would be nice. Waiting on line for two hours for books is very discouraging.
- HCCC should have more academic programs and more programs such as sports. Students like to get involved in activities. Another suggestion is that they should make the students more aware of the activity clubs.

- HCCC should do something about the LINES. Lines on registration day, including financial aid and scheduling. This also involves the bookstore line. These lines are awful, especially for those students who bring their children along on these days.
- Some of the teachers could be more understanding with our needs. They could understand why you can't come to school every day. HCCC should have all the subjects that you want to have, and they should have a place where you could bring your children.
- 1. Professors should take it easy with their students. 2. Tuition should stay at an affordable price. 3. We should have more counselors to help students with their problems. 4. We need to form more clubs for students to join.
- Have instructors that are more interesting -- someone that will hold your attention instead of just straight lecturing, get some discussion going about the material. Get students more involved in extracurricular activities here at HCCC.
- 1. Create a parking section for students commuting by car. 2. Move the bookstore somewhere with a large space. 3. Include more courses in the Liberal Arts program. 4. What campus? Consolidate all HCCC buildings to one place. 5. Raise the standards of conduct, attendance, etc.
- HCCC should try to improve academic and social facilities. In addition, the college should also try to broaden the variety of classes and the hours they are offered.
- We need more extracurricular activities and more tutoring programs.
- Have a van or bus to pick up students. Have a support group for single persons who have lost loved ones and are on their own for the first time. Make class more fun but still not lose the learning. Have self- and ego-building classes at affordable prices for everyone.
- Most important is to have some sort of program for those who really want to finish school but cannot because they are in default on a student loan for whatever circumstances they may have. They need to receive financial aid to cover the cost of the tuition. Most students are persuaded into applying for the loan in the first place at a young age when they don't know what direction they are heading into. Once they do know, it's usually too late. There should be more counseling taking place to see what their interests are, so that they choose the best career that suits them.
- We need more classrooms, an activity center, and a student cafeteria.
- We need better lab equipment compete with modern technology. We need better classrooms and cleaner facilities.
- I think this college needs new lounge rooms with new sofas. I also think we should offer four-year degree so students don't have to transfer to any other college. We could improve by making one big campus rather than small buildings.
- As an evening student working full-time, I would prefer better access to the dean and advisors for better educational planning, or at least more printed information in the catalogues about future class schedules to help plan for courses the following semester during the mid-term of the current course instead of at the end of the course. This is especially needed to plan for summer courses.
- They should make this college a four-year institute. They should have more security to stop the mugging that happens every week or so. Last week two people were mugged inside the parking lot.

- I think HCCC needs more classes. We need more modern facilities. We also need heating in the classrooms, which is what we really need right now, and air conditioning for the summer.
- The classrooms for each course should be organized in such a way that they shouldn't disturb each other (by noise and everything). The school needs a well-organized computer system, and it should open on weekends also.
- 1. Classes at the Science and Tech building are very uncomfortable during the summer because it is too hot. 2. The calculus classroom is very uncomfortable also because of noise from next door - very clear and disturbing.
- 1. We need more classrooms. 2. The library is too small and there are too few books. 3. We need a campus (in order to spend less time between classes). 4. We need a college life.
- 1. Room 002 must not be allowed to hold any classes due to the condition of the classroom, because of the noises from other rooms and vending machines used by many students. 2. The computer lab on the third floor must be improved and the college must also be open on Sundays to use the lab.
- The students need better classrooms. They also need better organization in the location of each classroom because they are mixed with others, like for example ESL courses. We need more courses in the math area.
- We need better and more equipped classrooms. For example the Calculus III class is located in an inadequate, uncomfortable room, with a loud class next door. 2. The parking lot needs to be fixed.
- There are many, many things the school needs improvement in. I understand that it is a public school and that funds may be more tight. So let's not talk about any material things like a nice classroom. Some air conditioners in the summer and some decent bathrooms would be nice. Organization is very bad. A continuous problem, at least in the EGS department is that the school doesn't offer a variety of classes to pick from. Sometimes they only have one class.
- At Science and Tech we need better class rooms - please see classroom 002. For electronics we need better equipment (banana leads, no components). For Calculus III we had one neighbor teaching ESL next door where the students used to repeat aloud what their teacher was telling them. There was no way we could concentrate in our classroom.
- The biggest problem I have in order to complete computer science in this school is that two of the three courses I need in order to graduate have been canceled. They are Computer Organization & Design and C Language.
- Provide good, working equipment. Have parts on hand which are needed for experiments.
- We need better classrooms at the science and technology building. We also need better equipment. The laboratories need to be updated.
- HCCC should offer more security for students in all its different buildings. HCCC should offer classes according to the convenience of students. For example, there are classes that are offered only once a year, which is not good for students.
- HCCC could improve by having the right equipment when it is time to do an experiment. HCCC should move to a campus where places such as the library and bookstore are together so people can use them.

- Provide a student center so students can study without being crowded. Keep the laboratories stocked with the necessary equipment. You expect us to have our tuition on time; we deserve to have our micro chips on time. No chips, no tuition.
- HCCC should update its equipment, get components (resistors, capacitor, etc.), and provide real counselors.
- The college should keep laboratories fully stocked so we can have our laboratory classes on time.
- HCCC should hire better teachers who care about student progress, have tutors for more subjects and for each class, and have necessary equipment in classes and laboratories.

SECTION II

REASONS WHY STUDENTS LEFT HCCC

This section reports the responses to the second item on the questionnaire which read as follows:

> *2. If you know of any students who left the college before they finished their program, why did they leave?*

In this section, as with the first section, we will first describe the rate of responses of students according to the courses they were registered in, then present the results of an analysis of the responses, and finally present the reasons students dropped out of HCCC in the words of the responding students.

Respondents for Item # 2

Of the 338 students who completed the retention survey, nearly three-fourths (74%) responded to this question (See Table 14). Of the 250 who responded to this question, 54 (22%) answered that they did not know of anyone who had left the college and 196 (78%) answered with reasons why they believe either another person dropped out of or thy they themselves might drop out of the college. This means that of total sample of 338 students surveyed, nearly three-fifths (58%) contributed reasons why particular students did or might leave HCCC before completing their program.

The English composition students were those mostly likely to leave this question blank -- specifically the day English Composition II respondents.

Those who most often responded to the question were ESL students -- specifically the day ESL I and ESL IV students. However, some of these students responded that they knew no one who had left the college; the evening students -- specifically evening ESL II and evening Basic Skills I students -- were in the courses which most often responded that they did not know anyone who had left the college before completing.

The respondents from the ESL IV course (83%), day ESL courses (73%), sophomores (69%), and ESL I courses (67%) were those most likely to respond with reasons why a student with whom they were acquainted had dropped out of HCCC; this means that in each of these groups at least *two-thirds* of the respondents knew a student who had dropped out. Even in those courses least likely to have given reasons why a student had left, approximately *one-third* was able to give reasons why an acquaintance had left: Basic Skills I (33%) and day English Composition (30%).

Table 14. Respondents for Item # 2 by Course Level or Time
(If you know of any students who left the college before they finished their program, why did they leave?)

Course and/or time of course of Respondent	Knew No One Who Had Left		Blank		Responded Re: Someone Who Left/ Gave Reason		Total	
	N	%	N	%	N	%	N	%
COURSE LEVEL: ESL I	7	23	3	10	20	67	30	100
ESL II	11	44	4	16	10	40	25	100
ESL III	6	21	5	17	18	62	29	100
ESL IV	3	17	0	0	15	83	18	100
Basic Skills I	4	27	6	40	5	33	15	100
Basic Skills II	5	18	9	32	14	50	28	100
Basic Skills III	4	15	6	22	17	63	27	100
English Comp I	5	11	20	43	22	47	47	101
English Comp II	3	14	11	50	8	36	22	100
Sophomore Course	6	6	24	25	67	69	97	100
COURSE/TIME: ESL Day	10	16	7	11	46	73	63	100
ESL Evening	17	44	5	13	17	44	39	101
Basic Skills Day	6	13	16	34	25	53	47	100
Basic Skills Eve	7	30	5	22	11	48	23	100
English Comp Day	3	10	18	60	9	30	30	100
English Comp Eve	5	13	13	33	21	54	39	100
Soph Course Day	2	3	18	28	45	69	65	100
Soph Course Eve	4	13	6	19	22	69	32	101
COURSE: ESL	27	26	12	12	63	62	102	100
Basic Skills	13	19	21	30	36	51	70	100
Composition	8	12	31	45	30	43	69	100
Sophomore Course	6	6	24	25	67	69	97	100
TIME: Day	21	10	59	29	125	61	205	100
Evening	33	25	29	22	71	53	133	100
TOTAL	54	16	88	26	196	58	338	100

Note: Percentages may not add up to 100% due to rounding errors.

Results of Analysis of Responses to Item # 2

One hundred ninety-six students responded with reasons why they believed students with whom they were acquainted (sometimes including themselves or their relative) had either left or planned to leave the college without completing their program. These students listed 338 reasons why students had left, averaging 1.7 reason per respondent. In order to find the most prevalent reasons why the respondents perceived that students dropped out, their comments were reviewed until predominant categories could be identified. The reasons students believed other students left could be grouped into eight categories. Ordered first by the topic mentioned most often, the eight categories were (1) *curriculum and courses*, (2) resources: *finance and time*, (3) *instruction*, (4) *personal*, (5) *services*, (6) *placement and grades*, (7) *facilities and parking*, and (8) *academic support*.

In Table 15 the reasons why students were believed to have left have been tallied according to the resulting eight categories and presented by the academic level and time of day of the course of the respondent. From this table it can be seen that *curriculum and courses* (23%) and *finance and time* (22%) were mentioned as the most prevalent reasons why students left; combined they accounted for nearly half (45%) of the reasons why students left. For day and evening respondents, the dominant reasons were the same but the order was reversed: day students mentioned *finance and time* most often as the reasons why students left, and evening students mentioned *curriculum and courses* most often. ESL students mentioned *finance and time* and *instruction* (rather than *curriculum and courses*), and English Composition students mentioned *curriculum and courses* and *instruction* (rather than *finance and time*).

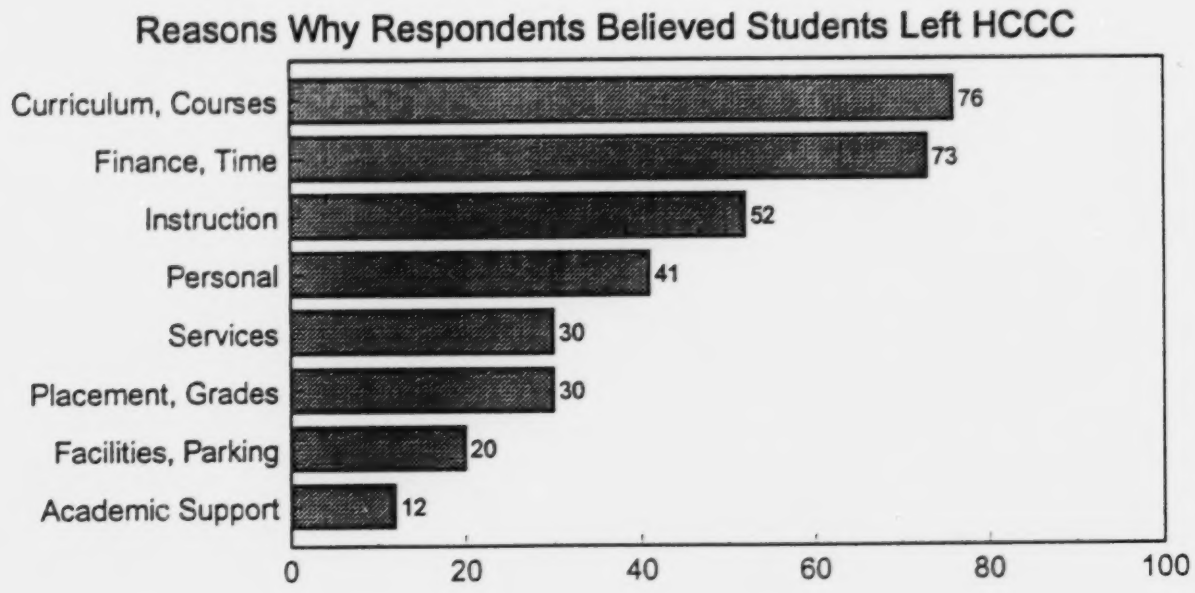
Table 15. Item # 2 Reasons Why Student Left HCCC

Topic of Reasons	Class of Respondent								Time of Class				Total	
	ESL		Basic Skills		English Comp		Soph Class		Day		Evening			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Curriculum, Courses	15	14	15	21	15	38	31	26	45	20	31	28	76	23
Finance, Time	29	28	15	21	4	10	25	21	53	24	20	18	73	22
Instruction	20	19	13	18	9	23	10	8	37	17	15	14	52	16
Personal	12	12	4	5	4	10	21	18	31	14	10	9	41	12
Services	8	8	8	11	2	5	12	10	21	9	9	8	30	9
Placement, Grades	16	15	5	7	3	8	6	5	18	8	12	11	30	9
Facilities, Parking	1	1	6	8	1	3	12	10	11	5	9	8	20	6
Academic Support	3	3	7	10	1	3	1	1	7	3	5	5	12	4
Total Reasons	104	100	73	101	39	100	118	99	223	100	111	101	334	101

Note: Percentages may not add up to 100% due to rounding errors.

Comparison of Responses to Item #2 with Responses to Item #1

The categories of reasons why students left (*responses to Item #2*) vary from the suggestions students made for improvements and changes (*responses to Item #1*) in the following ways: (1) some students were perceived to have left for *personal* reasons or due to *placement and grades*, and hence these categories were added; (2) classroom equipment was *not* mentioned in responses to Item #2, and therefore was deleted from the *facilities and parking* category; and (3) *time* was mentioned, and was added to the *finance* category (on the rationale that both are necessary resources and were often found to be interrelated – job takes time but is necessary for financial support).



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Day and Evening Comparisons

The following five tables (Tables 16 - 20) differentiate between the reasons given for students dropping out by day and evening respondents at each level of course (ESL, Basic Skills, English Composition, Sophomore course).

Evening ESL students gave *finance and time* followed by *curriculum and courses* most often as the reason a student left, whereas day ESL students mentioned *instruction* and then *finance and time* most often. Evening ESL students made no mention of *instruction* at all. (See Table 17)

Evening Basic Skills students mentioned *instruction* and then *curriculum and courses* most often, but day Basic Skills students mentioned *finance and time* followed by *curriculum and courses*. Though the small sample of evening Basic skills students may offer the explanation, these students made no mention of *finance and time* at all. (See Table 18)

Both day and evening English Composition students mentioned *curriculum and courses* and *instruction* most often as the reasons why a student left. In fact these two reasons alone accounted for a very high proportion (83%) of comments from the day English composition students. (See Table 19)

And finally while the reasons listed by day Sophomore course students were evenly spread between *curriculum and courses*, *finance and time*, and *personal* topics, the reasons listed by evening Sophomore course students were concentrated in *curriculum and course* followed by *facilities and parking*. (see Table 20)

Table 16. Overall Responses Re Item # 2: Reason Student Left HCCC	Day		Evening		Total	
	N	%	N	%	N	%
All Students						
Curriculum, Courses, Credits	45	20	31	28	76	23
Finances and Time	53	24	20	18	73	22
Instruction	37	17	15	14	52	16
Personal	31	14	10	9	41	12
Services	21	9	9	8	30	9
Placement, Grades, Progress	18	8	12	11	30	9
Facilities and Parking	11	5	9	8	20	6
Academic Support	7	3	5	5	12	4
Total Reasons	223	100	111	101	334	101

Note: Percentages may not add up to 100% due to rounding errors.

Table 17. ESL Student Responses Regarding Item # 2: Reason Student Left HCCC	Day		Evening		Total	
	N	%	N	%	N	%
ESL Students						
Finances and Time	16	23	13	37	29	28
Instruction	20	29	0	0	20	19
Placement, Grades, Progress	9	13	7	20	16	15
Curriculum, Courses, Credits	7	10	8	23	15	14
Personal	7	10	5	14	12	12
Services	8	12	0	0	8	8
Academic Support	2	3	1	3	3	3
Facilities, parking	0	0	1	3	1	1
Total Reasons Given by ESL Student Respondents	69	100	35	100	104	100

Table 18. Basic Skills Student Responses Regarding Item # 2: Reason Student Left HCCC	Day		Evening		Total	
	N	%	N	%	N	%
Basic Skills Students						
Finance and Time	15	28	0	0	15	21
Curriculum, Courses, Credit	11	20	4	21	15	21
Instruction	7	13	6	32	13	18
Services	5	9	3	16	8	11
Academic Support	4	7	3	16	7	10
Facilities and Parking	5	9	1	5	6	8
Placement, Grades, Progress	4	7	1	5	5	7
Personal	3	6	1	5	4	5
Total Reasons Given by Basic Skills Student Respondents	54	99	19	100	73	101

Note: Percentages may not add up to 100% due to rounding errors.

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Table 19. Engl Comp Student Responses Regarding Item # 2: Reason Student Left HCCC	Day		Evening		Total	
	N	%	N	%	N	%
English Composition Students						
Curriculum, Courses, Credit	6	50	9	33	15	38
Instruction	4	33	5	19	9	23
Finances and Time	1	8	3	11	4	10
Personal	1	8	3	11	4	10
Placement, Grades, Progress	0	0	3	11	3	8
Services	0	0	2	7	2	5
Facilities and Parking	0	0	1	4	1	3
Academic Support	0	0	1	4	1	3
Total Reasons Given by Composition Student Respondents	12	99	27	100	39	100

Table 20. Soph Course Student Responses Regarding Item # 2: Reason Student Left HCCC	Day		Evening		Total	
	N	%	N	%	N	%
Sophomore Students						
Curriculum, Courses, Credits	21	24	10	33	31	26
Finances and Time	21	24	4	13	25	21
Personal	20	23	1	3	21	18
Facilities and Parking	6	7	6	20	12	10
Services	8	9	4	13	12	10
Instruction	6	7	4	13	10	8
Placement, Grades, Progress	5	6	1	3	6	5
Academic Support	1	1	0	0	1	1
Total Reasons Given by Sophomore Student Respondents	88	101	30	98	118	99

Note: Percentages may not add up to 100% due to rounding errors.

The eight tables which follow (Tables 21 - 28) offer more specific descriptions of the reasons why students believe other students have left HCCC, which reasons were mentioned most often, and what if any differences appear between the responses of students in day and evening courses. When relevant, comparisons are also included between responses to this item and Item #1.

Curriculum and Courses

As shown in Table 21, more than half (55%) of the reasons mentioned regarding *curriculum and courses* concerned students transferring and the lack of a wide range of programs and courses at HCCC. Evening students, though did not mention the lack of programs and courses; instead they believed that students left because of a transfer, because the courses they needed for graduation were not offered, and because they had to take courses unrelated to their major.

Curriculum and courses ranked high in the responses to both Item #1 and #2, and the lack of programs and courses was the suggestion most often mentioned for change or improvement in response to Item #1, and we find it as one of the most dominant reasons why a student was believed to have left the college (Item #2). It is difficult to know all the reasons why students left to transfer -- they may have been related to the *curriculum* or they may have been for *personal* reasons; however, it stands to reason that a student would have transferred if they were serious about a college education, but did not find the program of their choice here.

Table 21. Curriculum, Courses, Credit, Schedule

Reason given by all students for why a student they know left HCCC	Day		Evening		Total	
	N	%	N	%	N	%
Transferred/after 12 cr/didn't want to go too far at HCCC and lose credit in transfer	17	38	9	29	26	34
HCCC lacks programs, courses	15	33	1	3	16	21
Courses needed for graduation not offered	3	7	5	16	8	11
Courses too easy/do not prepare students for jobs/one returned because he wasn't prepared for transfer institution	3	7	2	6	5	7
Course hours:too early & demanding(CAI)/need more hrs(ESL)	3	7	2	6	5	7
No ESL in Journal Square/No more courses at Kearny	2	4	3	10	5	7
Had to take courses unrelated to major	0	0	4	13	4	5
HCCC lacks acad reputation	1	2	2	6	3	4
Courses don't allow hands-on exp; not enough class time (ESL)	0	0	2	6	2	3
Credits won't transfer here	1	2	0	0	1	1
3 courses waiting for same room	0	0	1	3	1	1
Total: Curriculum, course, credit, schedule	45	100	31	98	76	101

Note: Percentages may not add up to 100% due to rounding errors.

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Finances and Time

When the students mentioned *finances and time* as the reason why students left, as shown in Table 22 they were most often speaking of financial problems and high tuition; job and time conflicts; or financial aid, problems with financial aid or the lack of aid. This was true for both day and evening respondents.

Comparison with Responses to Item #1: Suggestions related to *finances* were mentioned least frequently in response to Item #1 and were not related to jobs and time, but finances were related to jobs, time, and time conflicts in responses to Item #2 as reasons why students were believed to have left HCCC and ranked second in category of reasons mentioned.

Table 22. Finances and Time

Reason given by all students for why a student they know left HCCC	Day		Evening		Total	
	N	%	N	%	N	%
Financial problems/Tuition high	20	38	7	35	27	37
Work/No time/Conflicting schedule	18	34	8	40	26	36
Didn't qualify for financial aid	7	13	0	0	7	10
Problems with fin aid/No fin aid	4	8	3	15	7	10
Fin aid not enough/doesn't cover transportation	3	6	0	0	3	4
Default of student loan	1	2	0	0	1	1
HCCC doesn't accept credit card	0	0	1	5	1	1
Ran out of fin aid	0	0	1	5	1	1
Total: Finance, Time	53	101	20	100	73	100

Note: Percentages may not add up to 100% due to rounding errors.

Instruction

As shown in Table 23, when the students made suggestions regarding *instruction*, they were referring most often to perceptions of the quality of the instructors or their method of instruction; this accounted for nearly half (48%) of all reasons mentioned relating to instruction, and 80% of the reasons mentioned by evening respondents. Day respondents mentioned instructors' attitudes as the second most frequent *instructional* reason (19%) why a student they knew left.

Comparison with Responses to Item #1: The quality of instructors and instruction was the most often suggested *instructional* area needing change in response to Item #1, and was again the *instructional* reason most often given for a student leaving in response to Item #2.

Table 23. Instruction

Reason given by all students for why a student they know left HCCC	Day		Evening		Total	
	N	%	N	%	N	%
Poor instructors/use outdated methods	13	35	12	80	25	48
Instructor rude/students lack tchr support	7	19	0	0	7	13
HCCC boring/instruction boring/does not motivate	4	11	2	13	6	12
Bilingual courses only in Spanish/bilingual needs attention	3	8	1	7	4	8
Can't learn English due to instruction (ESL)	3	8	0	0	3	6
Problem with instructor	2	5	0	0	2	4
Hard to learn/students loud/instructors don't control	2	5	0	0	2	4
Instructor always late	1	3	0	0	1	2
Too much repetition in class	1	3	0	0	1	2
Little interaction w/ faculty	1	3	0	0	1	2
Total: Instruction	37	100	15	100	52	101

Note: Percentages may not add up to 100% due to rounding errors.

Personal

When respondents believed a student with whom they were acquainted had left for *personal* reasons, the reasons were quite varied ranging from personal attitudes and knowledge about college to health problems. However, the most frequently mentioned reason was that the student was "lazy" or unwilling to work. Few evening students listed personal reasons why someone left, but among the reasons they gave were students' misconceptions about college.

Table 24. Personal

Reason given by all students for why a student they know left HCCC	Day		Evening		Total	
	N	%	N	%	N	%
Lazy/unwilling to work/party	7	23	2	20	9	22
Decided hs was enough/college not what expected/did not like HCCC	3	10	2	20	5	12
Personal problems/Not HCCC	3	10	1	10	4	10
Low self esteem	3	10	0	0	3	7
Lack hope/don't believe in self	2	6	0	0	2	5
Significant other did not support	1	3	1	10	2	5
Too stressful/couldn't handle	2	6	0	0	2	5
Relocated to another state	2	6	0	0	2	5
Illness/health problems	2	6	0	0	2	5
Family problems/illness/death	1	3	1	10	2	5
Left to pursue career/changed career	2	6	0	0	2	5
Not quite committed to program	1	3	0	0	1	2
Unable to concentrate	1	3	0	0	1	2
Career change	1	3	0	0	1	2
Too young	0	0	1	10	1	2
Do not know reason	0	0	1	10	1	2
Used college only for ESL	0	0	1	10	1	2
Total: Personal	31	98	10	100	41	98

Note: Percentages may not add up to 100% due to rounding errors.

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Services

As shown in Table 25, when students mentioned reasons for students leaving relating to *services* they wrote most often (50%) about the lack of child care. This was especially so for day respondents; 62% of those mentioning services, wrote about child care.

Comparison with Responses to Item #1: When college *services* were mentioned in response to Item #1, the suggestions were made most often regarding the bookstore and then the need for childcare. And while the bookstore was not often mentioned as a reason why a student left (Item #2), the lack of child care was frequently mentioned in response to both items.

Table 25. Services

Reason given by all students for why a student they know left HCCC	Day		Evening		Total	
	N	%	N	%	N	%
Kids/Lack of Childcare	13	62	2	22	15	50
Students/young; need counseling	2	10	1	11	3	10
Registration lines/student help	2	10	1	11	3	10
Poor college admin/lack of organ.	0	0	2	22	2	7
Lacked info on steps to take	2	10	0	0	2	7
Bookstore/expensive/long lines	1	5	1	11	2	7
Security/danger J Sq area night	0	0	1	11	1	3
Business office/unbusinesslike	1	5	0	0	1	3
No real college life	0	0	1	11	1	3
Total: Services	21	102	9	99	30	100

Note: Percentages may not add up to 100% due to rounding errors.

Placement and Grades

As shown in Table 26, when students gave reasons for a student leaving relating to *placement and grades*, they were referring first to the student's perception that they had mastered English (as a Second Language) although they could not exit from it; that they were doing poorly academically; or that they *did not* understand English. Day students were more likely to respond that a student had left because they were doing poorly.

Comparison with Responses to Item #1: Placement (and subsequent success in successive levels of coursework) was mentioned by students in response to Item #1; but it was not singled out to the extent it was in response to Item #2 as a reason why students had left. And while "doing poorly academically" was mentioned in response to Item #2 as a reason why students had left, it was not mentioned in response to Item #1 since the question asked what HCCC could change; however, the suggestions for more academic support probably suggest concerns about academic progress.

Table 26. Academic Placement, Grades, Progress

Reason given by all students for why a student they know left HCCC	Day		Evening		Total	
	N	%	N	%	N	%
Had to take ESL as per test even when Eng was good/even passed state lic exam but couldn't exit ESL/criticized Mich exam	9	50	4	33	13	43
Doing poorly/acad too hard	8	44	2	17	10	33
ESL/did not understand enough English to understand instructor/trouble speaking and listening	1	6	4	33	5	17
Cannot pass placement tests/tests unfair/was in ESL and couldn't pass Basic Skills test [thereby bypassing Basic Skills courses]	0	0	2	17	2	7
Total: Placement, Grades, Progress	18	100	12	100	30	100

Note: Percentages may not add up to 100% due to rounding errors.

Facilities and Parking

As shown below in Table 27, when *facilities and parking* was mentioned as a reason why a student had left, a lack of parking was mentioned most frequently. Day respondents then mentioned a lack of recreational facilities, and evening respondents mentioned the poor classroom facilities.

Comparison with Responses to Item #1: *Facilities and parking* was the most frequently mentioned area for improvement or change in response to Item #1, but it was listed as the seventh of eight categories of reasons why students left (in response to Item #2). Also, in response to Item #1 mention was made of improvements needed in classroom equipment; this was not mentioned as a reason why students were believed to have left.

Table 27. Facilities and Parking

Reason given by all students for why a student they know left HCCC	Day		Evening		Total	
	N	%	N	%	N	%
No parking/too many prkg tickets	3	27	3	33	6	30
No gym/no game room	3	27	1	11	4	20
No real campus	2	18	2	22	4	20
Poor classroom facilities	0	0	3	33	3	15
Bldgs too far apart/late to class	2	18	0	0	2	10
No locker room	1	9	0	0	1	5
Total: Facilities, parking	11	99	9	99	20	100

Note: Percentages may not add up to 100% due to rounding errors.

Academic Support

When students responded that a student had left because of reasons relating to *academic support*, evening respondents were referring to counseling or academic advising and day respondents were referring to tutoring.

Comparison with Responses to Item #1: The library was mentioned most frequently as an area for improvement or change (Item #1), but it was seldom mentioned as a reason why a student was believed to have left HCCC.

Table 28. Academic Support

Reason given by all students for why a student they know left HCCC	Day		Evening		Total	
	N	%	N	%	N	%
Counseling/Didn't return call/Poor advising/Need advice re: length of program	2	29	3	60	5	42
Tutoring/Lack of tutors/Poor tutors/Too much red tape to get tutoring	3	43	1	20	4	33
Library/Small library/no library	2	29	1	20	3	25
Total: Academic Support	7	101	5	100	12	100

Note: Percentages may not add up to 100% due to rounding errors.

Actual Responses to Item # 2

The actual student responses to the following item on the survey instrument have been reproduced below according to the course of the student responding. The statements of the students have been edited only when necessary for readability.

2. If you know of any students who left the college before they finished their program, why did they leave?

Responses from Students in Surveyed ESL Courses

The following responses were translated From Spanish:

- Some state that they don't learn English due to the methods employed at HCCC. Others work and can't make it to class on time because of conflicts. People who live in Jersey City cannot make it to West New York because many don't have cars. They need day care.
- I know of two who left because they didn't understand English. The English taught here is not "complete". They should provide students with incentives to not drop out. (Should motivate them into staying.)
- Because they've begun to work and their hours don't allow them to continue studying.
- A change in their work shift forced them to drop out. I don't know if the college could do anything about the student's work schedule not being changed.
- They left for reasons due to their job.
- Yes, I know of some who've dropped out because they feel that the course of studies here is not a thorough one; they feel that some instructors have no ability (to teach, etc.).
- I know of two people who dropped because they wanted better teachers and they also had problems with their children during holidays, when day care centers are closed (but HCCC classes are still held).
- The student left because they realized that they were not putting their all in pursuit of their studies in order to complete their level.
- I don't know anyone who left.
- This is my first year here and I don't know of anyone who has dropped out.
- There are students who drop out for economic reasons, others because they do not have anyone who can take care of their children or cover the cost of a baby sitter. Or sometimes because they believe that they will never make any progress in their learning.
- They've found good paying jobs and therefore it's become impossible to continue studying.
- They left because they claim that the English taught here is not good. They don't learn to speak English. The class time is inadequate. They needed to go some place where English is more intensive.
- Some left because they were not given financial aid and they could not continue to pay. They got good jobs but have schedule conflicts.
- They left because some instructors didn't really teach. Many say this college is not good.

- They left because there was insufficient class time. Some just come to waste time and they interrupt those who are interested in studying.
- Some left because they don't understand the instructor, others because they feel they were not learning enough and they don't get enough help from the instructor.
- They left because they lacked information on the steps they have to follow. There are also those who come here to waste time! There are many people on welfare who are not capable but who are [nevertheless] here.
- I don't know any, but maybe they left because they lack ambition.
- Students leave because there are too many latinos and one cannot learn nor speak English (one does not feel obliged to do so). [Also because] there are no careers to choose from [and] class schedules are not seriously followed.
- Many leave for lack of information and others because preparation for the career they want is not offered here.
- The student left because they needed more help from instructors or more time with them, and because the tutors don't help much.
- Students left due to lack of "organization" since many have been in classes that they were not supposed to be in and others have not been enrolled in classes that they need to take.
- I know of two cases: one because the job was too far and as a result there was no time for studying and because of low grades.

Translated From Arabic:

- They left because this building is too far and it takes a long time to commute. There are a lot of students that go to Saint Peter's and to Jersey City State since they offer morning ESL classes.

Responses in English:

- I don't know of anyone.
- I believe that some leave because they don't understand [English] and they feel bad about it.
- Sometimes they leave because the English level is too advanced and they have not been able to pick it up very quickly.
- I know of students in this class who have left but I do not know the reasons.
- Yes, I know of one and it was because she did not have much knowledge of English and she said that she did not understand anything.
- I don't know of anyone who left.
- I don't know anyone who left.
- No, I don't know anyone who left.
- They left because they have no time due to their jobs. For some, it's more important to work than it is to study.
- They left because they have to work to support their families. They can't afford their studies and they have no financial aid. Others left because they don't put in the effort required to stay [at HCCC].
- I don't know anyone who has dropped out.
- She left because she didn't have the knowledge to continue studying.
- I don't know anybody who left the college.
- I don't know anybody who left the college.
- I don't know anybody who left the college.

- I don't know anybody who left the college.
- I don't know anybody who left the college.
- No, I didn't know of any students who left the college before they finished their program. Because I'm a foreign student, I have been in this town for four months.
- No, [I don't know anyone].
- I don't know anyone.
- A friend of mine left the college before finishing because he had to have two jobs at the same time. He had economical problems so he had to leave the college. I know another person who had to leave because of her husband; she didn't have enough time for him.
- I don't know anyone yet.
- This is too expensive. One student didn't have enough time to study.
- I feel students leave for different reasons, sometimes for the work, or because they don't have time to study.
- I don't any student who left the college.
- I don't know anyone.
- Students left for the reason that I gave you before. [The courses need to be offered in different locations because sometimes the classes are taught too far from our homes.]
- I have had some friends who left because they weren't satisfied with all the programs and the teachers. Because the teachers lack the time and other things.
- My friend left the college because the teacher was always late and always talking bad words for the college.
- I had many friends that left the high school, because they had babies and don't have money to support their family.
- I don't know anybody who left school.
- They left because they have big problems with the education.
- Yes, I know one. She left because she didn't understand how the professor taught.
- They said that this school isn't fair. There were some courses they couldn't take because they didn't speak Spanish. The school isn't comfortable and it's boring. They have to pay too much for transportation but they don't have much money.
- I think some students leave the college, because they don't have money to pay the college. Sometimes the students leave the college because the professors don't stimulate the students. We need capable professors.
- Yes, I know one that left because they didn't understand how the professor taught and the professor didn't have patience with him.
- They left because they didn't like the education in this college.
- I have had some friends with similar problems [financial problems], and so they left the school.
- I have known many friends that have dropped their study because they didn't have enough money in order to continue school, on the other hand the lack of stimulation also influenced these students.
- My friend left the school because she doesn't have anyone to take care of her children. Some need stimulation.
- 1. She was pregnant. 2. She needed to work. 3. My friend has two children and she stopped her classes at HCCC.
- I don't know any student that has left the school, but I think that this is a problem for those who have to work.

- I don't know any student that left this program.
- 1. Students leave because of the curriculum: this knowledge isn't adjusted to the reality of the job market. 2. They were in the college just for the English.
- There is no campus and the classes are not organized. Sometimes in one classroom there are about three different classes waiting for that one room. This situation will make good students like me want to leave HCCC. P.S. Try your best shot: "peace."
- I know of none who left.
- My friend went to college last year. She didn't finish her program because she didn't have money to pay the school.
- Some students attend college but have time and financial aid problems and problems in listening and speaking for video cassette Sunday. We have time for another two hours on Sunday. We need a changed system in the Michigan Test and another [basic skills?] test.
- I know one girl who left the college before finishing her program. She told me that she is a high school graduate so she knows enough English but HCCC members said she has to take ESL-I and pay for credits but these credits are not going to count in her major so she said, "oh, forget this college."
- Some students left because they have problems about how to work or knowledge about the courses.
- Because everybody says that it [ESL] is too long. This school is lost time. You are going to finish old [be old when you are finished].
- Yes I know a lot of people who have left the college because they feel worried that if they don't pass the course, and they cannot take a lot of time in repeating foundation courses.
- Most of the time students leave because people have to go to work full-time or they wanted to transfer to another college looking to learn more.
- I know many students that have left the school before they finish their program because many of them think that besides the courses they take for their major they have to take the English program without credit, and I think this is true because even I took four years in high school and I am doing the same thing. I am bored not because of the teachers, but because you don't want to take the English class, but you are obligated to take it.
- Yes I know a person who left the college before finishing because between ESL and foundation, they spend most of their lives and lost too much time.
- They left because this college does not have many majors and activities. So they are looking for a better college to study their major.
- It occurs when the students have some kind of emergency. That's why they leave. But it doesn't occur so often.
- Many students who left because the English [ESL] is not for credit, and they don't want to waste their time.
- Yes, I know a person who left the college before they finished, because between ESL and foundations they spent most of their lives and lost too much time. [This entry is the same as one above, but they came from different students.]
- They left because of their work or because they got married.
- I don't know any student who left the college.

- No I don't know anybody that left this school.
- Some who left had family problems. Some had personal problems. Some even decided that high school was enough. There is nothing wrong with this community college, though it would be nice if we had our own gym, facilities, and weight room.
- They left because their major couldn't finished here. Some didn't get the classes they needed.
- Yes, I know someone who left. Their reason was that the assignments were getting too hard and also too much, to where they couldn't think [concentrate] well enough to pass the course.
- She was never absent and the teacher did not understand her English, and she left because she tried to talk to him and it seemed that he didn't want to hear her.
- I don't know any students who left the college before they finished.
- I know of none who left.
- They [left because they] didn't have time.
- I know of none who left.
- To tell you the truth I don't know anyone left this college for bad treatment or incompetent teachers.
- Last semester in the Fall of '92 I had the pleasure of meeting a few students [?who then left], but I am not sure if they had already finished their college course or not.
- Yes I do know some students that left this school because they feel it is not organized properly and they don't like the way they teach the courses and there are still more students that are planning to leave before they finish their program.
- I know friends who were in my ESL classes that left the college because the teacher did not make the material easy enough to understand.
- I do not know anyone who left this school. Maybe because my friends refuse to go to a school with a reputation like Hudson.
- I know of no one who has left school before they were finished.
- I knew some students that left this college because they told me that the tutoring was bad and the college administration was worse.
- I have a friend who left from this college. He said that a teacher only told him to do this page and didn't explain the class very well and more things.
- They left because their major was different and/or they just needed to attend this college before entering a state college. Or they wanted to transfer because the college does not have any campus. If they did [have a campus], the students might think it over before they put in for their transfer.
- They left because HCCC does not have any program to do a bachelor's degree or any further education.
- This is my first semester at this college and I am about to leave because I believe that it is unfair that I work hard during the semester to pass the class. The testing policy is unfair.
- I know many people who have left the college because they got bored and they didn't understand some of the teachers. They think it is too much time. I am very confused and hope the college gets better and gives more information to the students about careers and how long it's going to take.
- No [I don't know anyone who has left,], I just started here, but I missed a lot of days due to not having a child care provider.

- They left because they complained about how students handle registration, about some of the courses, and about the size of our library.
- My cousin left. She left because we don't have many majors. We have no library and no parking place.
- She left because she would rather be in a college with a major program of studies.
- My mother went here for awhile but classes were too spread out. She had to take a bus from one class to another. She stayed here for a few months but she quit because it was just too much money.
- Yes, I know a student who left because of personal problems. She didn't get the support she needed to make her decision and she dropped out. I probably will be leaving because my major is not available.
- Some students are not able to finish their education because of [a lack of] child care. I know of a student who could not finish her education because she had no one to take care of her child at home so she had to stop attending the college due to this problem. Finding a way to get the proper child care at the school would be very convenient for many students.
- I don't know anyone, because its my first semester.
- I don't know of anyone who left the college before they finished their program.
- I know one person that left the college before she finished her program, but it had nothing to do with the college. She left for personal problems.
- I don't know anybody who left the college and didn't finish their program.
- They left because they wanted to transfer to a four year college.
- I know of no one who left.
- They felt that the instructors were inadequate for some of the courses they were taking.
- The student didn't have enough money for school. Also, having a family, working, and going to school is not an easy thing to do.
- I know a couple of students who left this school. Their reasons were: 1. The student didn't qualify for financial aid; he lost his job, so he had to leave. 2. The other reason was because he didn't have time for all the work his teachers gave him.
- I remember hearing some of my friends saying that the teaching is poor and that they would rather attend another college.
- I know a friend of mine who left this school to transfer to a different school because the major he wanted wasn't given at this school.
- One of my friends left school because she could not afford to pay the bus fare and the financial aid did not give her more money for the year.
- [The student left because] the instructor was ruin [?rude]. The financial aid wouldn't cover her classes. The instructor was not controlling the class so she couldn't concentrate in class. The student found a better school.
- I know a girl who left because she didn't a baby sitter.
- He left because he wasn't learning at all. He actually told me that when he got here he knew more then when he left. I honestly think you should take this into consideration in a serious way. Students are afraid of telling about the poor education they are getting so they just leave the college. Please do something about it. It's very sad and unfair the poor and lack of education of certain teachers at HCCC.
- Yes, one particular friend left and transferred to another school because there was not enough support from teachers and tutors.

- 1. One left because the teacher wasn't teaching the class right. 2. One left because the financial aid office wasn't doing their job right (as if they didn't care).
- I don't know why students left. That's their problem which doesn't concern me.
- They left because it's too long or too difficult to get through basic skills and some of them left because they thought they should get more financial aid.
- One [who left] was a friend of mine who majored in office systems technology, and he was paying cash. All he had in four semesters were basic skills classes so he left. [Also because we need a] better campus, more financial aid, better facilities, example weight room, gym, bigger library, more staff and more majors.
- Students left for some of the reasons I mentioned for the first question [need a better campus, shorter distance to class] and because some of them can't afford it. Some of them couldn't receive financial aid or loans, or some go to cheaper county colleges.
- Students left because of: financial problems; didn't like the course or the instructor; the course was too difficult for them; and they didn't have time to study because of their work.

Responses from Students in Surveyed English Composition Courses

- Most of the students I know who left the college without finishing their programs transferred to a four year college in order to continue their career and find a different campus.
- Students left because they got frustrated at not understanding. We need more effort on the teachers' part. Thank you for this opportunity.
- A friend left, transferred to another college due to a teaching problem with a particular teacher and not enough activities.
- One of my classmates left because the school didn't have the English major that she wanted.
- They left because they didn't qualify for financial aid.
- They left because they couldn't handle the pressure and didn't commit themselves.
- A friend of mine left this college when he got twelve college credits because he wanted to continue his studies in a four year college. He knew he had to transfer because his major was engineering.
- I do not know any students who left.
- I know three students who left this college before they finished their program because they thought it was going to waste time to take those basic skills courses and workshop.
- Yes, they left because they thought the instructor was not teaching in the right way and they felt that this made a waste of time.
- I know the reason why I am planning to leave. I plan to leave because I do not feel like I am being taught enough. I feel when I go out into the work force I will not be educated enough in my field if I remain in this school.
- I know two students that left the college because of instructors and financial aid problems.
- They left because they had to take subjects unrelated to their major. A waste of money and time.
- They left the college because the professors were not fulfilling their position. They couldn't continue to be in a long line every registration period.

- I know many students from the bilingual division who left the college because they did not pass the basic skills test.
- Yes, I know some people who left their programs because they didn't pass English composition twice.
- I have many friends who left the school. They told me that the professors are not justify [?capable]. Besides, those students work hard and study a lot, even though they are married.
- Yes, they left because some subjects stopped, because they [?the courses] are required for others, and they were bored.
- I know a student who left the college before they finished this semester because she found the classes too hard. She was looking for a counselor [specific counselor] and [the counselor] never called back.
- They left because they couldn't realize they were in the real world so all they did was party!
- Yes, [a student left because] it wasn't what they expected. Yes [another student left because of a] change of major. They decided college wasn't for them.
- I know many students (I been here for three semesters) who have taken all the courses that HCCC at Kearny Center has offered; they want to take different courses.
- I don't know any students who left.
- I do not know anyone who left, and I can't imagine why they would!
- I myself am leaving before I finish my program. Some teachers are excellent but others aren't. I feel as though it is hard to learn when a majority of the people are loud and rude and are here for who knows what!
- One of my friends left because the school didn't have the classes she needed to complete the classes for her major.
- No, I don't know anybody who left.
- I am not acquainted with any student who left the college before completing their program.
- I don't know any students who have left.
- Many people left the college since they cannot find a place to park their cars.
- Yes, [they left] because, to obtain the associate degree, they felt two years was too long. They left and went to Rutgers. I was told at Rutgers they can take two classes a night for evening students which start at 5:30 p. m. This way he can receive his associate degree.
- They left because there was no more financial aid or ESL program in Jersey City.
- I know a person who was going to transfer to a college to play football left for no confirmed reason.
- I know somebody who left just before he was to graduate. The reason why he left is because HCCC has no reputation in the job market and almost every potential employer did not consider HCCC a very good school.

Responses from Students in Surveyed Sophomore (Second Year Program) Courses

- The student left because the tuition got too expensive for the student to complete their studies. The student also wanted a career change.
- Somehow, I know some who did leave the college to venture out to a more advanced education in the field of science. Maybe, if the college will only have a nursing or physical therapy course some people would not transfer at all.

- She left because they had problems with one of the professors and when she took it up with the dean of students she was put on probation and absolutely nothing was done about the problem.
- I know a few girls who left but it's not because of anything that was wrong with the school. For one, it was because of the death of a loved one and for the other two it was because their grades were not good and they became discouraged.
- I know a student that left college because it was too hard for her to concentrate.
- They left because the selection of classes was limited and the attitude of the business staff (not the teachers) was nasty as well as unbusinesslike.
- Students are leaving because instead of being in school for two years they end up being here for three years because of bad scheduling of courses. They ended up frustrated and go to another school.
- Students left because the selection of classes limited their schedule.
- Yes, my friend. She left college because she wanted some classes before she got the major program, but the college didn't have that. That's why she left the college and went to Essex County College.
- Either they left because of personal reasons or because the subjects were too hard. They could not get out of basic skills, so they got annoyed and went to another college.
- I do know students who have left the college due to the problem discussed above (lack of class availability). It is very hard to advance professionally with the current system of classes in the Medical Record Technology Program.
- They left because academic classes were a problem to attend while having culinary classes and working.
- They couldn't afford to come back to culinary.
- They probably weren't 100% toward the Culinary program and had not found what they wanted yet in their future.
- Most of the students left the college for the following reasons: problems with financial aid, registrars office, and little relation between students and teachers.
- One student said there was too much repetition and he felt he wasn't learning. However I feel we need to learn through repetition.
- They left because of personal problems, and because they felt the school was screwing them, saying they can't transfer credits.
- Laziness.
- They found that the level of education was not what it should be and found it harder to take higher classes after having the basic classes at HCCC.
- They probably left because of financial problems or because the program [culinary] was too strict (hour wise).
- Some students had difficulties with their directed studies and some left to pursue a career. Some were just doing poorly. One transferred to another state and continued the program there.
- I know students who left because they didn't find the quality of education acceptable. I personally feel that the culinary arts institute makes the school.
- Some left because they got jobs. Some people can't handle the early hours. It is difficult for me, being a parent of three with a working spouse, so single students have no excuse.
- A student left because of health problems.

- They left because they found it not worth their while to stay because the program was not what it should be, or at a level that you would learn something.
- They left because the buildings were far apart and they didn't always make class on time. Parking was awful.
- They left for instructors in regular college!
- [They left because of the] bookstore, no locker rooms, no gym, no real campus atmosphere, parking too far, and too much red tape to get money and tutoring help.
- A couple of people I know transferred.
- In terms of the culinary arts program, the standards for excellence are set high. The professors demand that the students in both freshman and sophomore years be on time for class, clean shaven, uniforms impeccable, have organized notebooks, and do well on the exams as well as in their labs. In addition, the reason why so many freshman students do not return for their sophomore year is that the hours for this program, as those in the field, are too demanding. And the way the program works is by having the freshman come in early in the morning for class (6:00 to 6:30 a.m.) and stay till 1:00 p.m., the earliness of a students freshman year simulates the breakfast trade where being on time and ready to serve the public is essential. And those who don't mind the long hours and the demands of getting up early stay for their sophomore year. Those who don't take a hike. It's as simple as that.
- A student left because there was no parking and too many parking tickets. (One of my tutee's is also leaving because of this). Look at JCSC and their on going parking problems. They're building more buildings and no more parking. Childcare!!
- They left basically because of the teaching. They felt they weren't being taught properly. The teachers were boring and they felt that the teachers were there to fill a space.
- They left because the professors [are] no good, and because they do not get all credits in other colleges when you graduate from HCCC [and transfer].
- They left because there is no parking - they were always getting parking tickets and paying for school also. They didn't have that kind of money.
- They left because the courses would not all be accepted at a four year college. The courses are too easy. They would not prepare student for competitive classes in other schools (chemistry, computers).
- They left because of financial problems or family problems such as [lack of] day care or illness.
- They left because of financial difficulty - no acceptance of credit cards.
- They left due to financial problems, kids, money, don't qualify for financial aid. Most are just lazy.
- My friend dropped out of college because she couldn't afford the tuition. This is why I feel that everyone should have financial aid.
- I don't know of anybody, but for me I don't expect you or anybody to understand where I'm coming from. It's hard for me just to wake up everyday because of what color I am, so I'm supposed to fail every time I open my eyes.
- I do not know any student who left before finishing their program but I do know that I will be transferring to JCSC to continue my education.
- Some people left because of financial reasons. An education is important but money helps also. For female: women have no baby sitters, and HCCC has no type of nursery to help single parents, whether they are a mother or father.
- The college doesn't have the program the students want.

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- In this day and age everyone must hold a job. All the students that I know that have left college because they were too overwhelmed by having to juggle their job and school. There is just not enough time in a day.
- The main reason I think they left is because they don't have confidence and something to look forward to.
- My friend left the college because he was tired of taking ESL classes when he didn't need them anymore. He had passed all of his state exams but was still put in ESL programs.
- They did not have the money. They had a child to take care of. Her boyfriend did not want her go back to college. He just could not take it all the studying anymore.
- I don't know anyone right now from here, but I had a brother who dropped out of college two years ago because of financial problems which is one of the main reasons for dropping out. But my brother is back in college now and working to pay his tuition.
- 1. Not enough money or time. 2. Too stressful. 3. Too lazy. 4. Financial aid did not go through.
- I know of none who left.
- They might have felt more stable in finishing their program at a four year college instead of finishing their program here and having to go through transferring their credits to another institution.
- Yes I know two who left; the first left because they found HCCC to be boring and second left because the person moved to another state.
- Many students left because of money. They want to learn but things are difficult. You pay bills, rent, buy food, and pay for transportation. There is not always too much left over.
- The same reason [I suggested for improving the college in question one, they left because of being] in default of their student loan.
- The student left to transfer to another college to complete a four year degree.
- A very good friend of mine left last semester because he felt that this college doesn't have a reputation.
- No, I do not know anyone.
- They left because they were not satisfied with the classrooms, and there's no game rooms.
- I think the student who leaves college before finishing their program could be money problems which stop them from completing their studies.
- I do not know any student who left college before they finished.
- They left to transfer to a four year college to get a better job after they graduate. And they said there is no college life at HCCC.
- To my knowledge, I do not know anybody who left the college.
- (1) One reason I listed for the no.1 above [the need for better and more equipped classrooms and repair of the parking lost]. (2) I know a student that came back because he found out that he did not learn enough to transfer to another school.
- I have known "many" students from the bilingual center who left. They have left because they were there for over one or two years and they never seemed to finish their program there and their English improvement was too little because the program is not too effective.

- I know many friends who want to drop out from school because of the bad conditions of the Science and Technology building and the danger it represents for some students to go walking to go walking to Journal Square at night after class.
- Pay more attention to students at the bilingual center.
- I know a couple of students who left the college without finishing their program because the classes they needed to take were not offered during that year. If they wanted to take the classes they had to stay for one more year taking one class per semester.
- [One professor] is unfair with outdated primitive teaching skills.
- Yes, I do know a student who left. [Named the student] He left because 400 classes are offered once a year or one at a time. I changed my major because there is a class that the school never ever offered: Peripherals.
- I know about one student that left college because we do not have too much "hands-on" practice in electronics.
- They left because they cannot have the courses they need in time and because of incompetent professors.

ATTACHMENT A

Directions to Instructors and

Sample Questionnaires in English, Spanish, and Arabic

HUDSON COUNTY COMMUNITY COLLEGE
President's Task Force on Retention
901 Bergen Avenue

M E M O R A N D U M

TO: (Instructor's Name)
FROM: President's Task Force on Retention
DATE: November 5, 1993
SUBJECT: Student Survey

The President's Task Force on Retention, recently formed at President Gabert's behest, is looking into matters affecting student retention here at the college and, at the end of the academic year, will issue its recommendations in a report to the President.

The Task Force therefore requests that you and other instructors in selected English and departmentally required classes at Hudson take approximately ten minutes of class time (within the next one to two weeks at the latest) to allow students to provide to the Task Force on the enclosed form ideas for ways to improve retention at Hudson.

The class we are asking you to administer the survey to is: Basic English II (ENG 077 GB, time: TR 6:30 - 9:15 p.m.).

Please inform the students that these suggestions may apply to any area (or areas) of college life and that their responses will be kept confidential.

Once the forms are completed, please return the sheets in the envelope provided (c/o Eleanor Fujita, President's Task Force on Retention, 901 Bergen Avenue -- Please cross off your name on the envelope).

If you have any questions regarding this survey process do not hesitate to call Ted Kharpertian (x7333) or Eleanor Fujita (x2190).

Thank you for assistance in this vital task.

cc: Dr. Glen Gabert

HUDSON COUNTY COMMUNITY COLLEGE

November 1993

Dear HCCC Student:

We want to do everything we can to help you complete your program here at the college. Your answers to the questions below will help us do this.

1. Please list briefly things HCCC could change or improve to make sure you remain at the college to complete your educational goals.

_____

_____

_____

_____

_____

2. If you know of any students who left the college before they finished their program, why did they leave?

_____

_____

_____

_____

_____

When you are finished, fold the questionnaire with your answers inside, and return the form to your instructor. Thank you.

- The President's Task Force on Retention

(course title)

HUDSON COUNTY COMMUNITY COLLEGE
President's Task Force on Retention
901 Bergen Avenue

M E M O R A N D U M

TO: INSTRUCTORS IN ESL I AND II COURSES

Attached please find sets of the questionnaires translated into Spanish and Arabic. Please distribute these to any Spanish speaking or Arabic speaking students who would prefer to respond to the questionnaire in one of those languages.

HUDSON COUNTY COMMUNITY COLLEGE

Noviembre de 1993

Estimado alumno de HCCC:

Nosotros aquí en el college estamos dispuestos a hacer lo que podamos para ayudarlo a completar su programa de estudios. Sus respuestas a las siguientes preguntas nos facilitarán el llevar a cabo este propósito.

1. ¿Qué clase de medidas podría tomar el HCCC para asegurar que Ud. se quede en la institución hasta la conclusión de su programa de estudios o de sus razones individuales por asistir? Por favor, dénos algunas sugerencias.

_____

_____

_____

_____

_____

_____

2. Si Ud. conoce algunos estudiantes que se han dado de baja de HCCC antes de terminar sus estudios, ¿podría decirnos por qué se fueron? (no es necesario mencionar ningunos nombres)

_____

_____

_____

_____

_____

_____

Cuando haya terminado, favor de doblar este formulario con las respuestas hacia adentro y devuélvaselo al profesor. Gracias.

- El Comité del Presidente Sobre la Retención del Alumnado.

HUDSON COUNTY COMMUNITY COLLEGE

كلية هدسون كونتى

STUDENT RETENTION
ARABIC QUESTIONNAIRE

عزيزى الطالب/الطالبة

نطلب مساعدتكم لعمل كل شيء فى إستطاعتنا حتى تكملون برنامج دراستكم هنا فى هذه الكليه بنجاح .
لذالك نرجوا الرد على هذه الأسئله.

س١ : ماذا يمكن تغيره فى هذه الكليه حتى تنهون دراستكم بها؟

س٢ : إذا صادفكم اى زميل او زميله قد غادر الكليه، فهل تعرفون لماذا تركوها؟

عند الأنتهاء على الرد على هذه الأسئله أعطيها لمدرس الفصل .

وشكرا .

لجنه رئيس الكليه لأبقاء الطلبه

(course title)

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ATTACHMENT B

Courses Surveyed

Courses by Level

- ESL I (2)
- ESL II (2)
- ESL III (2)
- ESL IV (2)
- Basic Skills I (1)
- Basic Skills II (2)
- Basic Skills III (3)
- Engl Composition I (3)
- Engl Composition II (2)
- Second Year Program Courses (required by 11 programs) (6)

Courses by Content

- Intensive ESL (6)
- Listen/Speak (2)
- Basic English (3)
- Basic Reading (1)
- Basic Writing (1)
- Composition (5)
- Allied Health (1)
- Culinary Arts (1)
- Business (1)
- Mathematics (1)
- Psychology (1)
- Sc and Tech (1)

Courses by Location

- Hudson Cath HS (2)
- JCSC (1)
- Journal Sq (4)
- Kearny HS (1)
- 2737 JFK Blvd (6)
- Memorial HS (3)
- North Hudson (4)
- Sc and Tech (3)

Courses by Time

- Day (12)
- Evening (11)
- Weekend (1)

Instructor by Status

- Full-time (11)
- Adjunct (12)
- Staff (1)

Instructor by Gender

- Female (14)
- Male (10)

Instructor by Race/Ethnicity

- Minority (Est. 9)
- Majority (Est. 13)

ATTACHMENT C

Analysis of Responses in Spanish

* * M E M O R A N D U M * *

TO: President's Task Force on Retention

FROM: Sal Figueras, Tutorial Coordinator, S.S.S.P.

DATE: November 30, 1993.

RE: Student questionnaire responses in Spanish.

Thirty-eight (38) students responded to the Spanish version of the questionnaire on retention. While a few of these were somewhat skimpy, the overwhelming majority of them were thorough and complete in their execution, and some were even eloquent in their response (much to my pleasant surprise)!

Since many questionnaires sounded the same themes, so to speak, I decided to list the most frequently given responses to each question. For question # 1, the following suggestions appeared in a significant number of the questionnaires returned:

1. Better and/or more counselors.
2. Better facilities.
3. Better faculty.
4. More "career" options.
5. Day Care !!!
6. More tutors/tutoring.
7. Greater ease of tuition repayment (installments).
8. More financial aid.
9. More & better parking.
10. Cafeteria / Student Center
11. Better library; more reference materials, et. al.

In reference to the ESL program in particular, the following points were made by a number of the respondents:

1. More hours in the language lab.
2. More effective English-teaching techniques.
3. Greater # of hours & sections of ESL classes.
4. Better placement at each level.

Some specific suggestions, translated:

"In my opinion, there should be a tutor for each level [of ESL] because I don't think it's right that 3 levels be placed together in a tutoring session. I stopped attending because the advanced level students need more explained to them by the tutor, thus those of level one are pushed aside. They should have one day a week for each level."

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More suggestions:

"[HCCC should provide] A better academic experience in the sense that the instructors should demand more from the students and that these should not be taking the subject only because their grant requires it of them. Suggestion: the student should be the one who investigates and participates in the classes and the instructor [should be] a guide."

With regard to the answers to question #2, by far the most frequently cited reason for dropping out of the college was conflict with work schedules. Another popular reason given was the lack of time &/or money to continue their studies. Child care problems also came up big among the reasons given for not being able to continue. Many, however, claimed no knowledge of anyone who had dropped out of the college.

Somewhat disturbing were those responses which claimed that there were those who had left HCCC because they had trouble understanding their instructors and others who felt that the quality of English being taught here was not good, and thus dropped out. Still others claimed that lack of information (read: inadequate advisement) led them to give up their pursuit of higher education . . . !

Following are some quotes in translation which I decided to include because they are best off not being paraphrased.

"There are also those who come here to waste time! There are many people on welfare who are not capable but who are [nevertheless] here."

Another: "Because there are too many latinos and one cannot learn nor speak English (one does not feel obliged to do so). [Also because] there are no careers to choose from [and] class schedules are not seriously followed."

A typical response follows: "There are students who drop out for economic reasons, others because they do not have [anyone] who can take care [of their children] or cover the cost of a baby sitter. Or sometimes because one believes that they will never make any progress in their learning."

One final quote: "Due to their having to work to support their families, they cannot pay for their studies and they do not have government aid. Others [because they've made] little effort to remain here."

The last quote above I feel expresses the dichotomy that many latinos feel with respect to other latinos: on the one hand they can sympathize with those who have had to drop out for financial/work/time constraint reasons, but on the other hand they also criticize these for not having found a way to "press on regardless"!

All in all, the questionnaires I read were most revealing, and the candid manner in which the Spanish-speaking students responded to them was, in my estimation, precisely what we in the Task Force were looking for.

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